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***BRIEF SUBMITTED BY THE LETHBRIDGE & MEDICINE HAT
SCHOOL AUTHORITIES ASSOCIATION TO THE
CONCILIATION BOARD RESPECTING A
DISPUTE BETWEEN THIS ASSOC'N.
& THE ALBERTA TEACHERS'
ASSOCIATION***

MAY 1971

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BRIEF SUBMITTED BY THE LETHBRIDGE & MEDICINE HAT SCHOOL
AUTHORITIES' ASSOCIATION TO THE CONCILIATION BOARD
RESPECTING A DISPUTE BETWEEN THIS ASSOCIATION
AND THE ALBERTA TEACHERS' ASSOCIATION

INTRODUCTION

The parties to this dispute are more specifically identified as follows:

- The Lethbridge and Medicine Hat City School Authorities Association, established under the provisions of the new School Act, acting on behalf of the Lethbridge School District No. 51, Lethbridge Separate School District No. 9, Medicine Hat School District No. 76, and Medicine Hat Separate School District No. 21, frequently referred to in this brief as the member boards.
- The Alberta Teachers' Association, a body corporate incorporated under the laws of the Province of Alberta, hereinafter frequently referred to as the A.T.A.

This brief is specifically prepared for, and is submitted to the board established by the Board of Industrial Relations of the Provincial Government to conciliate the dispute between the two parties referred to above.

The brief gives attention to those items in the negotiations which have not yet been agreed to by the two parties. The items, in other words, that are still in dispute include those classified under the five major headings noted below:

A. Proposals Related to Policy Formulation

and Management Rights.

- 1) Policy Formulation.
- 2) Appointment of Vice-Principals
and Assistant Principals.

B. Proposals Related to Working Conditions.

- 1) Release Time for Extra Duties
and Responsibilities.
- 2) Release Time for Setting Up Facilities.
- 3) Release Time for Supervision and
Administration.
- 4) Release Time for Staff Meetings.
- 5) Release Time for Preparation.
- 6) Work Load.
- 7) Recess and Noon Supervision.
- 8) Assignable Hours of Work.

C. Proposals Related to Salary Considerations,

Allowances and Special Payments.

- 1) Salary Grid.
- 2) Recognition of Teaching Experience.
- 3) Principals' Allowances.
- 4) Vice-Principals' Allowances.

- 5) Allowances for Consultants.
- 6) Allowances for Department Heads.
- 7) Substitute Pay.

D. Fringe Benefits.

- 1) Sick Leave.
- 2) Group Insurance.

E. Phase Out Clauses.

- 1) Pro Rata Payments.
- 2) Long Service Bonus.

It is proposed to present information and arguments in support of the member boards' position on each of the items noted above. Such information follows in the order as indicated.

Section A - Proposals Related to Policy
Formulation & Management Rights

POLICY FORMULATION

Some of the issues related to policy formulation have far reaching implications and are, therefore, considered by the member boards as fundamental and key issues. Since many of the items under working conditions are, or can be, related to policy formulation, it seems appropriate to give this item first consideration.

The A.T.A. proposal on policy formulation reads as follows:

- "29.1 The Board or teachers may propose regulations (or amendments to regulations) relating to all aspects of school operations, not dealt with elsewhere in this agreement or in legislation, including, but not restricted to, the duties of teachers, vacation periods, school opening date, number and days of school operation, length of classroom instruction, supervision, length of recesses, etc.
- 29.2 The best of such proposed regulations (or amendments) shall be submitted to the teachers and/or board through their designated representatives.
- 29.3 Within 20 teaching days of such submission, the designated representatives shall advise the board and/or teachers of those regulations which the majority of the teachers and/or board approve in the form proposed, of those which are approved subject to proposed change, and those which are not approved.
- 29.4 The subject matter of any proposed regulations which have not been approved by the teachers and/or board as aforesaid shall be included as an item to be considered by the parties during their collective bargaining next following such proposal."

The member boards find this proposal, or any watered down version, completely unacceptable. If this were to be agreed to, the boards would find their hands completely tied and would find it impossible to take action on any course without first obtaining the approval of the A.T.A. The A.T.A., in other words, would have a measure of control equal to that of the board on all aspects of school system operation

without any form of accountability. This does not mean to say that they should not have some voice on a number of matters and perhaps a very large measure of influence on other decisions, such as instructional issues, but it seems completely unreasonable to say they should have equal control on all aspects of school operation.

For a more adequate analysis of the ramifications and implications related to policy formulation, it seems desirable to explore the total situation, and provide information, under the following headings:

- Historical development of staff participation in policy formulation.
- Comments on developments elsewhere.
- Why the member boards are opposed to the inclusion of clauses respecting policy formulation in the collective agreement.
- The position advanced by the member boards.

Historical Development of Staff Participation in Policy Formulation

An overview of staff participation in policy development in the two cities would seem to be in order.

The Medicine Hat Public School System has perhaps had the longest experience with a specific committee structure designed to permit representatives of different groups to participate in policy formulation. A Coordinating Committee commenced operation about 1962 with representatives from the A.T.A., the elementary principals, the junior high principals, the senior high principals, and the central administration. (A Coordinating Committee had been in operation prior to this time but with limited representation.) In later years board members have taken turns in attending committee meetings. More recently the committee has been expanded to include more A.T.A. members.

This committee, which operates outside the provisions of the collective agreement, meets regularly on a monthly basis to consider various matters related to the operation of the school system, including the formulation of policies for board consideration. Since 1962 this committee has developed a total of 78 policy statements classified as follows:

Policies affecting instructional personnel	23
Policies affecting non-instructional personnel ..	3
Policies affecting pupils	23
Policies affecting programs.....	7
Policies concerning general administration	<u>22</u>
Total	78

In all of these policy statements the A.T.A. representative, as well as the principals, who also were full A.T.A. members, were given every opportunity (and they took it) to express their views fully respecting the formulation of any policy before going to the board. Moreover, no policy was submitted to the board unless it was first generally agreed to by all committee members. The board in nearly all instances approved and adopted the policies as presented. If it had changes to suggest it usually referred the statement to the committee for further consideration. Following referrals back and forth a mutually satisfactory solution was invariably reached.

From the above, it is evident that the Medicine Hat Public School Board strongly believes that teachers should be consulted. Not only that, but it also believes that they should have a definite share in developing and formulating policy. The board has a ten year record to back up its position in this respect. With such a record it is difficult to understand why a few A.T.A. members would write articles in the local press, or make comments to reporters, pointing out, or implying, that the boards do not wish to consult teachers nor to give them a share in policy formulation. See Appendix A for copy of a press article and reports.

In 1968 the Lethbridge Public School System started moving into a committee structure designed to facilitate participation in policy development on the part of representatives of all groups concerned. This structure has involved such committees as the following:

- Coordinating Committee.
- Principals' and Vice-Principals' Groups.
- Curriculum Committees of various types.
- Ad Hoc Committees established for specific purposes.

For a detailed description of the Coordinating Committee, including its composition, purposes, and procedures, reference should be made to Appendix B, "Board-Administrator-Teacher Relations, Decision-Making Responsibilities", and more particularly to Appendix C, page 4, "School System Organization and Channels of Communication".

With respect to the composition of the Coordinating Committee (the main policy formulation committee of the school system), it should be noted that eight (one of these is the local A.T.A. president) of the fourteen members (next year there will be thirteen unless it is further expanded to include parents and students) are full and active members of the A.T.A. Since the majority are A.T.A. members, it is evident that if they (the A.T.A.) felt the central administration personnel were advancing policies or courses of action

which were contrary to their views (which has been suggested in negotiations) or if they felt the committee was simply a rubber stamp group for the Superintendent, they could (in view of their majority) easily prevent the committee from reaching general agreement. In the three years that this committee has been operating such a situation has not developed. The committee instead had generally pursued the development of each policy in a spirit of cooperation, goodwill and helpfulness. It has, in other words, become a problem-solving type of committee, where all ramifications are studied, the literature bearing on the topic is searched if necessary, and all implications are thoroughly considered. As a result of an input by all concerned, and as a result of an attitude of mutual goodwill prevailing, the committee has always been able to reach agreement on proposals to be submitted to the board. The board in turn, knowing that this committee has thoroughly studied the proposal in an atmosphere of mutual goodwill and with the primary purpose of better meeting the needs of students, has always given favorable consideration to such proposals and has usually approved them subject to the availability of funds and other necessary considerations. If it differed with the committee on some points the proposals would be referred back to the committee for further study. After one or more referrals, back and forth, agreement was reached

on all the policies proposed during the three year period except one.

The one policy during the three year period to which the board could not initially agree was the policy setting forth preparation time for elementary teachers. The primary reason for the board refusing to approve this was the fact that the amount of preparation time requested for elementary teachers (3 periods per week) would have resulted in the elementary teachers having less instruction time per week than the high school teachers. The instruction time for high school and elementary teachers may be calculated as follows:

	<u>High School</u>	<u>Elementary</u>
Length of instruction day	320'	300'
Instruction time per week	1600'	1500'
Preparation time per week	<u>200'</u>	<u>120'</u>
Net instruction time	1400'	1380'
or	23 1/3 hrs.	23 hrs.

Note: Preparation time at high school level is 5 periods per week. Each period 40 minutes.
Elementary request - 3 periods.

Had the committee agreed to ask for 2 periods per day (which was agreed to by the board about a year later), or at the most 2.5 periods, it is quite possible the board would have agreed to the policy at the outset and, as a result, the elementary teachers

could have had preparation time a year earlier than the time it was introduced. Two periods per day per elementary teacher costs the board about \$75,000. Three periods would have cost them about \$110,000. With such large sums involved in the policy, it is apparent the board has to give them careful consideration.

During the past three years that the Coordinating Committee has been in operation a total of 48 policy statements have been formulated, presented to the board and adopted. These are classified below under the headings as noted:

Policies re General Operation	10
Policies re Professional Personnel	18
Policies re Non-Professional Personnel	5
Policies re Pupils	12
Policies re Programs	<u>3</u>
Total	48

From the 48 statements that have been developed to date, it is evident that much has been accomplished in a period of just three years. Had an attempt been made to accomplish the same things through collective bargaining, where an atmosphere of conflict, antagonism, and discord prevails, it is almost certain that a time lapse of several more years would have been required. It is even possible that certain aspects of some policies would never be approved.

During this three year period it is clearly evident that the A.T.A. representatives, consisting of the local A.T.A. president, four teachers (one primary, one upper elementary, one junior high, and one senior high) and three principals (elementary, junior high and senior high), have taken full advantage of the opportunity to participate actively in the process leading to final decisions on policies and courses of action. It is understood they have also taken advantage of the opportunity to discuss important agenda items with the local A.T.A. Council prior to the regular meeting of the Coordinating Committee. A.T.A. council members in turn (one or more from each school) have had an opportunity to discuss agenda items with staff members in each school. If this has not been done the A.T.A. council members have missed up on an opportunity to fully discuss important items with the view of providing feedback to the members sitting on the Coordinating Committee. Ample time has been provided for such discussions as most of the important agenda items have taken two or perhaps three meetings to resolve, resulting therefore in a time lapse of two or three months. If the A.T.A. has failed in this respect, namely to adequately discuss agenda items with their total membership, it would seem they must assume full responsibility for it. Such failure, if it has occurred, probably accounts for the fact that there are a few

teachers (so it has been reported by the A.T.A. negotiating team) who have complained about not being adequately consulted on some matters. It must be recognized, however, that some teachers will complain regardless of the extent of consultation if the decision reached by the Coordinating Committee is contrary to their views.

In addition to the Coordinating Committee, other committees, such as the principals' group, curriculum committees, ad hoc committees, etc., are also actively involved in the total decision-making process. Some policies are initiated by committees other than the Coordinating Committee but if they have application for teachers generally they must be approved by the Coordinating Committee. Those having application to one particular area, such as a curriculum area, are processed through the committees concerned.

The introduction of the divided school year is an excellent example of the work of an ad hoc committee and of the extent of consultation with the staff prior to action being taken by the board. The following activities will indicate the form and extent of consultation which took place:

- A special ad hoc committee was established by the two boards in Lethbridge in October 1968. It had wide community representation. Groups represented included the following:

- Three teachers from the A.T.A.
- Two principals.
- Superintendents from each system.
- One representative from the Community College.
- One representative from the University.
- One representative from the Home & School Council.
- One representative from the Chamber of Commerce.
- One representative from the Trades & Labor Council.
- Board members were also free to attend.

This committee was assigned the task of studying various ways of dividing the school year and of preparing a report for the consideration of the two boards, as well as for the consideration of Home and School Associations throughout the city and for consideration of school staffs.

- After a series of meetings and task assignments over a period of three or four months, the committee produced a ten page report. See Appendix D for details. The contents of this report were discussed at Home and School meetings, and it is assumed that principals also took advantage of discussing them at staff meetings.
- Some time during February 1969 (cannot recall exact date) all schools in the city were closed for the afternoon and a special half-day seminar was organized for all professional personnel to consider the proposals for the divided year. After presentations to the group as a whole the total group

was divided into a number of smaller groups to facilitate discussion, and to encourage an input from all teachers. As a result of these seminar or workshop sessions, favorable opinions were generally expressed toward the introduction of the divided year.

- About a week or so following the seminar a vote was taken of all teachers by means of a special ballot forwarded to all schools, collected by A.T.A. representatives and counted by the A.T.A. local president. A very large majority of the teachers voted in favor of introducing the proposed divided school year.
- A circular letter was also forwarded to all parents through the cooperation and good efforts of the teachers. See Appendix E for details.
- Following board authorization application was made to the Minister to introduce the divided year plan in August 1969.

From the above it is evident that teachers were given an opportunity to:

- (1) work on the committee for three or four months studying the various proposals;
- (2) attend and participate in a special seminar to discuss the report of the committee, and

(3) vote by ballot on the question as
to whether or not they favored the
introduction of the divided year.

In view of such procedures it seems difficult to understand how a few teachers can complain about not having been adequately consulted. Such complaints suggested that no matter how extensive the consultation might be there will always be some who will find a point to criticize if the decision and action taken is contrary to their views.

Bearing in mind the information as outlined above for the Lethbridge Public School System, it is probably true to say that there is no other school system in Western Canada, or in the nation as a whole, (with the possible exception of the Medicine Hat Public School System) where teachers have been consulted to a greater extent and have been given a greater share in policy formulation than has been the case in Lethbridge. In the face of this it is extremely difficult to understand how one or more A.T.A. members have found it possible to write articles in the local press, or make comments to reporters, pointing out, or implying, that the school boards do not want to consult with their teachers. See Appendix A.

The Lethbridge Separate School System has not established until recently any formal committee structure (except the principals'

group) designed to facilitate participation in decision-making on the part of representatives of all concerned. The need for such a structure was not felt due very largely to the fact that it has been a small system. In a small system, with the right personalities in charge, as has been the case in Lethbridge, consultation is usually carried out on an informal basis or through frequent conferences that the superintendent and/or secretary-treasurer, or board members, might schedule with key personnel in the school system, or through scheduled meetings of the principals' group. Necessary policies have been developed from such consultations. As a result this system over the years has operated smoothly and effectively and in an atmosphere of cooperation, goodwill, and helpfulness.

Recently, however, on February 10th, 1971 to be exact, the board of this district authorized the establishment of a coordinating or policy committee. This committee will hold regular meetings during the coming years for the purpose of giving due consideration to policies and courses of action that will be in the best interests of students and the school system as a whole.

As with the Lethbridge Separate School System so also the Medicine Hat Separate School System has not had in operation a formal committee structure which will permit, on an organized

basis, participation in the decision-making process on the part of representatives of all groups concerned. This has been largely due to the fact that the district is very small, even smaller than the Lethbridge Separate School System. In view of this, informal consultation procedures have been used. Through such procedures, and through meetings of the principals' group, as well as other scheduled contacts, it has been possible to meet the needs of the district in a satisfactory manner. A total of 7 policy statements have been developed and adopted as a result of informal contacts and meetings with the principals' group.

The board of this district, also, however, on May 4th, 1971 approved and authorized the establishment of a special committee designed to facilitate representatives of all groups concerned to share in the decision-making process. This committee has already commenced operation and will continue to hold meetings in coming years on a regular basis with the view of developing policies and deciding on courses of action, in a spirit of mutual cooperation and goodwill.

Bearing in mind the historical development of the decision-making process in the districts as referred to above, and particularly bearing in mind the following:

- The effective manner in which the policy formulation procedures have been operating in the two public school systems,
- The steps that have now been authorized by the two separate school districts in establishing coordinating or policy development procedures designed to facilitate consultation and staff participation in policy formulation,
- The high degree of success by the coordinating committees in the two public school systems in developing, in a spirit of cooperation and goodwill, a large number of policy statements governing various aspects of school system operation,

the question arises - why destroy this arrangement which has been operating so effectively outside the collective agreement and which has been meeting the needs of students and teachers so well? Why do this when the member boards have shown a strong commitment to consult teachers and to have them share in the decision-making process? One board has a ten year record to back up its commitment to consultation, one has a three year record, the other two have a record of consultation with principals' groups, informal contacts, and recent resolutions on the books authorizing special committee structures to facilitate the decision-making process. Why transfer such arrangements to the collective agreement which will have the

effect of ossifying the procedure and the school system and which will also have the marked effect of retarding progress in policy development due to the hostile and antagonistic camps which invariably develop in bargaining situations? Under such conditions it becomes extremely difficult to develop policies and programs of action which are educationally sound and which are in the best interests of students, teachers, parents and the community as a whole.

Comments on Developments
Elsewhere

In a number of school jurisdictions negotiations have resulted in some type of statement being included in the collective agreement respecting the establishment of an advisory committee. It usually provides that such a committee shall consider the development of policies relating to working conditions and the general operation of the school system, and make appropriate recommendations to the board.

The member boards of the Lethbridge and Medicine Hat School Authorities Association wish to express some rather firm views respecting the nature and operation of such committees. These views are noted under each of the following points:

1. The composition or membership of the committee.

a) In many agreements this committee is simply referred to as a "teacher-board" committee. Just what does this mean? Does it mean (as is apparently the case in some areas) that the committee will consist of teachers and trustees, each group having an equal number? If so, then such questions and comments as the following seem in order.

-- Why are the board's appointed administrators excluded, such as the superintendent, other central office personnel, and principals? If this advisory committee is to be concerned with policy development, and if most policies have administrative implications (which is generally the case), surely the board's appointed administrators should be fully involved in the discussions.

-- Do board members have sufficient time to serve adequately on a policy advisory committee? If such a committee is to make good progress in formulating policies for board consideration many meetings will have to be held. Most board members will not have time for this nor should they be expected to put in such time. It is for this reason

that they have engaged administrators to do the work for them. Furthermore, they are not expected to be acquainted with the detailed operation of a school or a system - this is expected of their appointed administrators.

b) Chairmanship of the committee.

Why is not the Superintendent or his designate assigned the task as chairman of such a committee? In all areas school boards have usually taken great care to select the best man available to serve as superintendent and to act as the educational leader for the school system. If he is to be the educational leader, and if he is to be held accountable and responsible to the board for the operation of the school system, how can he be excluded from the committee and why should he not serve as the chairman? Since this committee is primarily concerned with policy formulation and since policy statements generally establish controlling guidelines for the school system, it is clearly evident that here is a locus of operation where the superintendent should have every opportunity to exercise leadership and to influence the decision-making process.

There is ample precedent for this type of leadership by the administrative head. At the

university level, for example, the committee which develops all policies and programs governing the operation of the various faculties is the General Faculties Council. The chairman of this council, as provided by legislation, is the president of the university, the administrative head. By serving as the chairman of a key committee such as this, the president has the opportunity to exercise a good measure of leadership. In fact, if he were not the chairman, he could very soon become quite ineffective as a leader of the institution, and furthermore, the Board of Governors could not hold him accountable and responsible (as the University Act stipulates) for the general operation of the institution. The very same can be said for a superintendent in a school system if he is not placed in a position to exercise leadership.

c) The bargaining nature of the committee.

Two factors point up the fact that the activities of such a committee is bound to become an extension of the bargaining procedure:

- Firstly, the very fact that the committee is established through the inclusion of a specific clause in the collective agreement will foster the attitude and the notion that this is simply another way of continuing the collective bargaining on a permanent basis.

- Secondly, most teacher-board advisory committees referred to in collective agreements are established with an equal number of teachers and board representatives. This definitely creates the impression that there are to be opposing camps which will operate in a bargaining fashion.

Since a bargaining attitude will, therefore, automatically develop which in turn will generate a good measure of conflict and discord, it is evident that the committee will be very ineffective. Continual operation of a committee which tends to divide itself into opposing groups or camps is bound to generate discord and disharmony throughout the system as a whole. This in turn will have a harmful effect upon the educational programs carried forward. The undesirable attitudes which develop as a result of periodic collective bargaining are bad enough without having to set up a structure under the collective agreement which will develop and maintain such attitudes on a permanent basis.

Why the Member Boards are
Opposed to the Inclusion in the
Agreement of Clauses Relating
to Policy Formulation

The member boards are opposed to the inclusion of any clause in the agreement which provides for the establishment of policy formulation procedures. They prefer not to bind themselves in this manner not because they do not believe in consultation or do not believe in staff participation in policy formulation - at least two of the boards have a long record of a strong commitment to consultation and the other two boards are committed to commence systematic policy development procedures - but because they strongly believe that to bind themselves to consultation through the collective agreement will prevent effective consultation and will hinder and hamper policy formulation procedures. The following points, some of which are partially referred to in the previous section, support this view:

1. The inclusion of a clause concerning policy formulation in the agreement will effectively ossify the procedure as well as the school system.

Should it later be found desirable to change the committee structure for example, it will not be possible to do this until the next round of formal negotiations takes place - and even then to effect

change may be difficult due to the opposing camps which usually develop. While waiting for a desirable change, education suffers.

An excellent example of such ossification is the collective agreement for the New York school system. Dr. Knezevich of the A.A.S.A., in a talk given to the South Alberta Regional Council on School Administration last fall, pointed out that this agreement, about one and one-half inches thick, has now so ossified the school system that it is virtually impossible for the superintendent or any other administrator to provide any type of leadership in the school system. The collective agreement has everything tied down in a rigid manner. Innovation and change are out of the question.

2. The inclusion of a clause providing for the establishment of an advisory committee will decidedly foster the notion that the activities of such a committee are simply an extension of the bargaining procedures. There is every possibility, therefore, that such a committee will divide itself into opposing camps which in turn will result in conflict, disharmony and discord throughout the system and thus prevent effective consultation.
3. The bargaining process, which will be established on a permanent basis if a clause is included in the agreement relative to consultation and advisory

committees, is a very inferior and inadequate process for resolving working conditions. As time goes on this process is becoming less and less effective from the point of view of settling any dispute whether it concerns working conditions or salary matters. It leads to polarization of all bargaining efforts.

R. P. Riggin of Noranda Mines Limited in an article titled "Strikes, Today's Monstrosity, Tomorrow's Dinosaur", comments as follows:

"Whether organized labor wants to believe it or not, collective bargaining in Canada is definitely on trial. The public is fed up and immediate improvements are needed if it is to be allowed to subsist. What are some of these?

Pending needed changes, our existing labor laws must be enforced. Unlawful conduct in support of unions and strikes should not be exempt.

Union monopolies should be curtailed. Union power over union members should be diminished. Times have changed so much that Mr. Douglas' comment about the working man in chains is now applicable to some unions. The union member requires a bill of rights for protection against his union. An ombudsman appointed by union leaders from within the union, as endorsed by the C.L.C. recently, is surely an attempt to smokescreen the real need.

If one of the measures required to help restore the balance of power is a law to curtail use of the strike weapon, then so be it. Let's get on with it before more serious damage is done. Hopefully we are not yet too late."

For further details respecting the ineffectiveness of the bargaining process please refer to Appendix F.

4. The composition of advisory committees as spelled out in most agreements clearly indicates that the consultation will be very limited and inadequate. No agreement to date has made provision for an input by representatives of all groups concerned. Many agreements do not specifically provide for an input by the superintendent or his designate, by other central office personnel, by principals, nor by different levels of the teaching profession. (Perhaps representatives of parents and students should also be included). Under such conditions, where no opportunity is given for an input by representatives of all groups concerned, it will become extremely difficult to develop sound educational policies and programs.
5. The A.T.A. has indicated that they recognize the right of the member boards to formulate policy and to have final say in approving and adopting policy. The A.T.A. has further indicated that the member boards should recognize the right of teachers to be consulted.

The member boards do fully recognize the right of teachers to be consulted as is apparent from the record of consultation to date. There is a question, however, even after full consultation, as to what extent the teachers really recognize the right of boards to

formulate policy and to have the final decision in adopting such. If the teachers really mean this, they should be prepared to indicate that the boards will have this right from year to year. If they are not prepared to do this, it may serve as evidence of the fact that the clause will be introduced this year as a stepping stone to some other position for the next round of negotiations. In other words, the A.T.A. may be moving in the direction of securing equal power with the boards on all aspects of school system operation without some built-in form of accountability. The boards recognize that on some matters the teachers should have equal voice with trustees and on others (such as instructional decisions) a large measure of responsibility in the decision-making process. What the member boards fear, however, is that the teachers are simply moving in the direction of ultimately securing equal power with the boards on all matters, including the authority to requisition tax funds, without being accountable to the public. This is one of the main reasons for the boards taking a strong stand against the inclusion of a clause as referred to above. Once the clause is introduced it will simply serve as a base from which teachers will later negotiate for additional privileges and power.

6. The inclusion of a consultation clause will have the effect of imposing on the individual teacher a rigid straight jacket. As R. Riggin states "the union

member requires a bill of rights for protection against his union." Will the rigidity imposed by a collective agreement give the teacher more freedom, more opportunity, more self-actualization than a teacher under the flexible and cooperative policy development procedures outside the agreement which now prevails in both Lethbridge and Medicine Hat? The member boards doubt this very, very much. They further emphasize that this is what society is generally objecting to today -- individuals becoming a mere cog in the wheel.

The member boards believe that this is very fundamental and germane to any discussion of policy formulation if we are to have a free society rather than an autocratic one.

7. The inclusion of a clause respecting an advisory committee, or policy formulation, will have the effect of destroying the effective and proven policy development procedures which have been in operation in two systems, and which are about to begin in the other two. Why destroy a procedure or a method of operation which has been serving the teachers and the students well over the past number of years?
8. Finally, the member boards desire to point out and emphasize that the key question is not that the boards do not want to bind themselves to consultation with teachers, the key question is - how can this be done extensively and the most effectively?

- Should this be done by including a clause in the collective agreement providing for the establishment of advisory committees and procedures governing policy formulation which in turn will give rise to the undesirable effects as noted in points 1 to 7 above? or,
- Should it be done through policy development procedures outside the collective agreement as outlined in the next section of this brief. The member boards take a very strong position that this is the only reasonable and sensible plan of operation to pursue. The A.T.A. plan or approach comes far short of meeting our needs and is totally ineffective from the point of view of providing adequate consultation.

The Position Advanced by
the Member Boards

The main issue on which the two parties to this dispute disagree is apparently on matters related to policy formulation. The A.T.A. has indicated that it wants the member boards to consult with teachers and that the boards are refusing to consult and are not prepared to bind themselves to do so. This is not the issue. The member boards want to consult and have a strong commitment to do so. The key issue is - what is the most effective approach to adopt in order to facilitate extensive consultation with all groups concerned and to promote active staff participation in policy development directed toward improvements in the total educational enterprise?

The A.T.A. seems to think that the most effective way to do this

is to include a clause in the collective agreement providing for the establishment of advisory committees. The member boards believe that this is not the answer for the reasons as referred to above. The member boards firmly take the stand that the most effective way to facilitate consultation with all groups concerned (primary teachers, upper elementary teachers, junior and senior high teachers, local A.T.A. officials, principals, central office administrators, board members, and perhaps parents and students) is to establish an adequate committee structure outside the provisions of the collective agreement. The boards believe that this is the most effective way for such reasons as the following:

1. Such a structure (outside the agreement) has proven effective from first hand experience, in establishing a climate of mutual goodwill, which enables representatives of all groups to thoroughly study the pros and cons of all issues, to search the literature for pertinent information, and to generally agree on a course of action for recommendation to the board which seems to be in the best interests of education. Since it is not tied to the collective agreement there is a much better chance that the discussions will be carried forward in a spirit of mutual helpfulness, rather than dividing into opposing camps.

The type of committee structure that could be established might be similar to that now in operation

in the Lethbridge Public School System. For details please refer to Appendix C, page 4. This provides for an input by representatives of classroom teachers, principals, central office administrators and board members. Representatives from two other groups could possibly be added, namely, parents and students. Such a committee is far more representative of the groups concerned than are the committees advanced by the A.T.A. in collective agreements elsewhere.

2. The structure permits the superintendent (or his designate) as the chairman of the committee to fulfill his role in a leadership capacity. This does not mean to say that his preferred course of action will be imposed upon the committee - such action under current trends and developments is now almost impossible. Rather he will facilitate discussion, take the lead when necessary in stimulating discussion along certain lines, and assist the group in coming to general agreement. In this way he will be in a position to exercise the leadership expected of him not only by the board but also by teachers, principals, and other groups. It is only in this way also that the board can hold the superintendent accountable and responsible for the general operation of the school system. The superintendent's role in this respect is very similar to that of the president of the university who is required by law to chair the General Faculties Council which is the policy development committee for the institution.

3. The committee structure outside the collective agreement has proven particularly effective in the Medicine Hat and Lethbridge school systems in producing results. Much has been accomplished during the past few years in developing policies and courses of action that have met with teacher approval. Some of the policies in Lethbridge and Medicine Hat that might be specifically mentioned include the following:

- Professional Development Policy.

- See Appendix G for policy from Lethbridge.

- See Appendix H for policy from Medicine Hat.

It is probably true to say that outside of Lethbridge and Medicine Hat there is no school system in western Canada that is more generous in providing assistance to teachers and encouraging them in improving themselves professionally. The Lethbridge policy statement was recently revised to permit teachers to attend university courses in Lethbridge after school hours with the board paying half the tuition fees. Formerly full tuition fees were paid to attend non-credit courses at other universities. The half-rate was agreed upon, at the suggestion of the A.T.A. Professional Development Committee, in order to permit a larger number of teachers to take advantage of the courses offered. No reduction was made in the total funds to be made available. The statement from Medicine Hat provides additional types of assistance.

- Textbook & Instructional Services Policy.

See Appendix I.

This is a recent statement designed to provide necessary textbooks, instructional supplies and other services to assist teachers in the total instructional program. It is expected that the application of this policy will provide the schools with more supplies and equipment than they have ever had before. The only limiting outside factor will be the limitation in funds imposed by the provincial government. This, however, is no fault of the policy.

- Other policies could also be cited. A total of 48 statements in Lethbridge have been developed and adopted over the past three years. In Medicine Hat Public, a total of 78 statements were developed over the past nine or ten years.

Had an attempt been made to accomplish the same things through collective bargaining or by means of an advisory committee operating under the auspices of the collective agreement, it is certain that much more time would have been required, and in all probability many of the policy provisions would not have been attained as of this date. In other words, to make good progress in policy formulation an atmosphere of trust and goodwill is essential. Such an atmosphere seems extremely difficult, if not impossible, to develop and maintain through bargaining procedures.

It is much easier to develop and maintain such an atmosphere through policy development procedures outside the provisions of a collective agreement.

As a final comment the member boards would like to pose the question as to why the A.T.A. continues to insist that, even in school jurisdictions where effective policy development procedures have been, and continue to be, in operation and where teachers are given every opportunity to influence decisions respecting policy formulation, clauses relating to policy formulation and advisory committees shall be included in the collective agreement? Why destroy a good thing that has been serving the teachers well, and that has accomplished so much over the past number of years? Initially the committee structure was advanced by the board or the superintendent. They wanted to consult with teachers. They asked the teachers if they wanted to play a part in the total decision-making process in order that jointly we might arrive at decisions which we felt certain would be educationally sound. Why now substitute an approach which is bound to have a retarding effect upon policy development procedures? Is the A.T.A. insisting on the inclusion of such clauses in the agreement for another reason? Is it doing this as a means of using it as a stepping stone for further demands in subsequent negotiations? Is the A.T.A. primarily

concerned about proceeding in a manner which will ultimately enable it to ossify and hamstring the school system in such a way that it will finally gain effective power over all aspects of school system operation (not just on instructional issues where teachers should have a large measure of influence)? Is it doing this so that A.T.A. administrators at both the provincial and local levels will gradually replace board appointed administrators?

From such questions as the above, the Conciliation Board will note that the approach taken by the A.T.A. and the direction in which it is apparently moving, can have far reaching implications. Many of these involve basic considerations of accountability.

Bearing in mind the views expressed in this section of the brief, the member boards desire to emphatically point out:

- That they (the boards) do not have the right to contractually abrogate their responsibility in final determination of policy and in showing full accountability to the public through the election ballot,
- That they are obligated, in the interests of effective school system operation, to pursue that plan of policy development (namely, outside the collective agreement) which has proven itself to be workable, effective, and representative of the groups concerned. As responsible member boards they cannot agree to pursue a plan (such as that advanced by the A.T.A.) which they know is

inferior, generates conflict and discord, and does not provide for an input in committee discussions by representatives of all groups concerned,

- That they cannot change their position without placing the matter before the public in some manner or other. Once the public is fully informed of all the ramifications as outlined in this brief, the member boards are convinced that the public's view will agree with that of the boards'.

APPOINTMENT OF VICE-PRINCIPALS AND ASSISTANT PRINCIPALS

The A.T.A. proposal reads as follows:

"14.1 In a school where there are 150 or more pupils, the board shall designate one or more teachers to be vice-principals.

14.1.1 For each 500 pupils thereafter an additional vice-principal shall be appointed.

14.2 Pupil count to be taken as of September 30th of the school year."

The member boards take the stand that various matters related to vice-principals and assistant principals should be considered carefully through policy development procedures outside the collective agreement. Such procedures (see previous section for details) will involve an input by all groups concerned, and should result in a comprehensive policy statement which could give consideration to such matters as the following:

- Responsibilities of vice-principals.
- Size of school for first vice-principal.
- Size of school for second vice-principal.
- Advisability of making term appointments.
- Feasibility of transfer arrangements.
- Training considerations.
- Possibility of substituting curriculum associates
 (or other assistants) for vice-principals.
- Criteria for selecting vice-principals.
- Selection procedures.

To develop such a comprehensive policy statement will take considerable time and effort by such committees as the Coordinating Committee (where all groups have an opportunity for input) and by the principals' and vice-principals' groups. It is certain, however, that it is quite possible to do this, to the mutual satisfaction of all parties concerned, in the same manner as the Lethbridge Public School System found it possible to develop and agree upon a policy for the "Appointment of Principals". See Appendix J for copy.

Although the member boards are firmly of the opinion that the appointment of vice-principals is a management right, this does not mean to say that they do not wish to consult with teachers respecting the development of a suitable policy for board consideration and appropriate action. The boards always wish to consult

with teachers even on most, if not all, management rights. It is only in this way that a school system can operate effectively and cooperatively.

The member boards would like to raise the question, however, as to whether or not the A.T.A. really feels administrative personnel, such as principals, vice-principals, are serving a useful purpose? Some of the proposals recently advanced by the A.T.A. causes the boards to wonder about this. Teacher-board advisory committees in some areas have by-passed administrators. In the collective agreement recently signed in Grande Prairie, (See Appendix K) provisions are made for joint board-staff meetings, five times a year in each school, with the provision that the chairman of such meetings is to be a teacher - not the principal, nor the vice-principal nor any other administrator. No reference is made to the principal (or to the vice-principal) even though the meeting is held in his school. What is the purpose of such an arrangement? Surely at key meetings such as this, the principal (or his designate such as the vice-principal) should be expected to serve as the chairman of the meeting. Unless he is placed in such a position how can he be expected to exercise leadership and how can the board expect to hold him accountable and responsible for the operation of the school?

The A.T.A., in support of its stand to have vice-principals and assistant principals appointed, point out that such officers have important tasks and responsibilities to perform. Why then does it, at other times, want to by-pass such officers and make it difficult for them to carry out their leadership tasks?

Section B -- Working Conditions

NEED FOR CLARIFICATION

The A.T.A. tends to view "working conditions" as a term which apparently includes every aspect of school system operation, or at least every aspect over which the teachers would like to be consulted or have some measure of control. It is probably true to say that if arguments are to be extended to a ridiculous and an unreasonable stage, teachers can argue that almost every aspect of school operation will in some way or other, no matter how remote, affect them. Because of this, teachers claim they are working conditions and that as such, according to the Labor Act, they are negotiable. If this is really so, then school boards, as a result of the new School Act, have lost control over their school systems. It means, in effect, that no board will be able to take action on any matter without negotiating with teachers and arriving at some agreement with them even though they are not accountable to the public through the ballot box. It means also that no board will have the authority on its own to requisition local taxpayers.

The member boards believe that the government when approving and enacting the new School Act did not intend that the term "working conditions" should be so inclusive as the teachers would like to

view it. They believe it should include only those matters which are closely related to salaries or the daily working conditions of teachers.

Since the views of school boards and teachers throughout the province seem to differ widely as to what matters should be viewed as working conditions, and therefore negotiable, the member boards would like to submit the following recommendation for serious consideration by the Conciliation Board and for transmission to the appropriate government authorities:

That the Government, or Department of Education, establish a special committee, similar to that established by the Ontario Government, to carefully examine working conditions of teachers, and to determine and recommend to the Government or Department those conditions which properly may be considered negotiable.

Although the member boards will be submitting such a resolution to the Minister of Education and to the next annual meeting of the Alberta School Trustees' Association, it seems appropriate that the Conciliation Board should submit the above resolution to the Government, if it also feels that the term "working conditions" requires clarification.

SOME FUNDAMENTAL ASPECTS
RELATED TO WORKING CONDITIONS

The introduction of issues related to working conditions into the bargaining procedure is a comparatively new venture by the A.T.A. The teachers have raised these issues for bargaining in such a way that they have left the member boards with the impression that they (the A.T.A.) are more interested in their own personal gains and benefits, more interested in doing less for more money, and generally more interested in themselves than they are in education. In view of this, the member boards desire to point out and emphasize four fundamental aspects related to working conditions:

1. These are matters which properly must be handled through policy development procedures outside the provisions of the collective agreement.

Many of the matters involve issues which can best be thoroughly studied, researched, and discussed by representatives of all groups concerned. Sound decisions are best reached in an atmosphere of goodwill where there is an opportunity for an input by representatives of those involved. Sound decisions are difficult to reach over the bargaining table where an atmosphere of conflict and illwill often prevails.

2. If teachers are to receive an increased voice in the decision-making process (of the type that they have had in the Lethbridge and Medicine Hat public school systems) and if they are to receive increased privileges, the member boards are insisting that the time is at hand when there must go along with these increased privileges teacher accountability. There is an increasing demand on the part of the public for more accountability, due not only to the shortage of funds, but also due in some measure to dissatisfaction with the results coming from some of our programs. Teachers, therefore, requesting increased privileges, freedom, power, and resources must at the same time be prepared to set forth their goals and performance objectives, and what results they expect at the end of the year which will be of benefit to education generally. The following paragraphs taken from the article, "Teacher Participation in Decision-Making" (See Appendix L) appearing in the last issue of School Progress will further indicate what the member boards have in mind:

"At some point in every school district's budgeting process, the principal of a school estimates the funds, staff, and other resources he will require to operate his school for the next fiscal year. This estimate usually takes the form of a request to the board to grant him those resources in order that his school may carry out the activities planned.

If his budget requests are granted, the board will then hold him responsible for the completion of those planned activities; depending on the board's

knowledge of the activities and on the evaluation mechanisms which have been provided, the board will formally or informally measure the performance of the principal and his school. Commonly, this takes the form of an evaluation of activities rather than of results. Departures from planned activities, whether or not they produce better results, represent a form of "disobedience".

It would be more relevant if the principal's budget submission was accompanied by a description of the 'results' he expected to achieve in his school during the coming fiscal period. The board would be in a better position to consider where its limited resources should best be allocated and its subsequent evaluation of the school's performance, based on the assessment of results, would be more accurate and valuable.

Additionally, the delegation of authority to the principal would be more complete; he would have the freedom to allocate his resources, so long as his planned objectives were being achieved. The relationship between the board and the principal becomes clearer and more satisfactory to both parties because the principal has, in effect, made a "contract" with his board and can be held accountable for results.

Obviously, the principal cannot undertake such an agreement with his board unless he has the support of, and confidence in, his teaching staff. They should, therefore, be fully involved in the planning process which identifies the needs of the school and the goals that can be accomplished.

3. If the A.T.A. is to continually request (from year to year) such things as the following:

- less time to carry out extra duties and responsibilities,
- more release time from classroom duties,
- more release time for staff meetings,
- more preparation time,
- less time for supervision during recesses, and the noon-hour,
- less work load with less instruction time

the question arises - what is going to be the ultimate end of such requests? Does it mean that eventually the teachers will have very little to do but still continue to receive higher and higher salaries? It is because of such demands which are completely unreasonable and unrealistic, that the member boards are forced to take another approach to the total package. To avoid the gradual drift toward the absurd situation where the teachers have an extremely light load, the boards are forced to include in the collective agreement a total work week of 35 hours of assignable time. If the member boards could be convinced that there will not be a gradual drift toward less and less instruction time and less and less output by teachers, the boards would consider it inadvisable to specify the total number of assignable hours

per week. If the teachers persist in these demands the member boards have no alternative in the interests of good education and in the interests of accountability to the public, but to demand a specified work week of 35 hours from all teachers.

4. Many of the proposals related to working conditions are very expensive. With the financial limitations imposed by the government, not only boards but also teachers must give serious consideration to questions of priority. If large sums are to be spent on working conditions, to what extent will this affect salary increases and other considerations.

The increasing costs of education have now become a major concern of the general public. This concern is well expressed in an article titled "How Far Will the Public Go With Education Costs", appearing in the October issue of School Progress. See Appendix M.

POSITION OF THE MEMBER BOARDS
ON EACH OF THE REQUESTS

1. Release Time for Extra Duties and Responsibilities.

The A.T.A. request (still in dispute) reads as follows:

7.2.1. When a teacher participates in extra-curricular activities he (she) shall be given equivalent time free from school responsibilities.

7.2.2. Any teacher whom the board requests to do work and who does that work other than administrative work at times beyond the normal school year shall be paid a per diem allowance commensurate with his salary on the grid.

With respect to these requests the member boards contend:

- That until recent years teachers have always considered and agreed that if a school is to operate effectively and give full attention to the total development of students, attention must be given not only to regular instruction and classroom duties but also to various types of extra-curricular activities. Teachers have always assumed these duties as part of their regular professional duties. Are they now requesting release teaching time as a means of reducing their total load? The boards expect teachers to give full attention to both classroom duties and extra curricular activities. If they all share equally in the total task no one teacher should be overburdened.
- That in case principals find it necessary to assign a few teachers more extra-curricular activities than

others, he is free to give such teachers some release time from the total block of release time for preparation assigned to a school. The total release time as calculated for each school (5 periods per teacher for senior high, 4 periods for junior high, and in the case of Lethbridge Public, 2 periods per teacher for elementary) is assigned to the school as a total block of time (and sufficient additional teachers are provided to cover such time) on the understanding that each principal will assign the release time to teachers as equitably as possible. If, therefore, there are a few teachers who have a particularly heavy load, it is assumed and understood that he will use his good judgment in giving such teachers some additional release time. Other teachers understand the justification for this. The boards maintain, therefore, that the teachers have already attained this request. It is possible the elementary teachers outside of Lethbridge Public may claim they have not attained the request but then the extra-curricular activities carried on in elementary schools are minimal compared to secondary school. The low student-teacher ratios in the Medicine Hat Public will more than compensate for the lack of release time in elementary schools.

- That it is completely unrealistic for the teachers to claim equivalent time free from classroom duties for extra-curricular activities. All teachers should be expected to assume a reasonable amount of extra-

curricular work. It will provide them with an excellent opportunity to become better acquainted with their students and to find out how they might better promote maximum growth and development on the students' part.

- That with respect to section 7.2.2. where a board may request a teacher to do work beyond the normal school year requirements, since such requests would apply to very few teachers, the remuneration should be determined by the teachers and the boards concerned outside the collective agreement.

2. Release Time for Setting Up New Facilities.

The A.T.A. request (still in dispute) reads as follows:

19. In the event a teacher is required to assist in planning and/or setting up new facilities he (she) shall be given equivalent release time from classroom duties.

With respect to this request the member boards contend:

- That there are very, very few teachers required to do this type of work in any one year, and that in view of this each case should be dealt with on its own merits.
- That it seems extremely difficult, and in most cases would be quite unrealistic, to equate this type of work with the professional type of responsibilities required in a classroom.

- That at times in the past, where such work has been rather limited, substitute teachers have been provided. It is expected that this practice will be continued. This is one way of providing release time. In the past, it has been quite possible to consider each case on its own merits and there seems to be no reason why this cannot be continued.

3. Release Time for Supervision and Administration.

The A.T.A. request reads as follows:

21.1. A period shall be considered to be 40 minutes for the purpose of this clause.

21.2. In any school with 7 or less teachers the administration release time shall be 30 periods.

21.2.1. In schools with 8 or more teachers the administration release time for principals and vice-principals shall be 40 periods per week or $(2.5 \times \text{number of teachers on staff}) = \text{number of periods}$ whichever is the greatest.

21.3. Department Heads in junior and senior high schools shall receive 5 periods release time per week for administrative purposes.

21.4. Counsellors shall be in the ratio of 1 to each 400 students in elementary, junior and senior high schools.

With respect to these requests the member boards contend:

- That there are probably no other boards in the province that provide as much release time from

teaching, for administration and supervision for principals and vice-principals, as do the member boards of Lethbridge and Medicine Hat. The amount of release time provided in Lethbridge is 2 periods (40 minutes each) per teacher or a minimum of 30 periods for any one school. (See Appendix N for staffing formula). There are very few systems that have such generous provisions.

- That the Lethbridge public board increased the release time last year from 15 full time equivalents for administration and supervision to 17.64. (See Appendix O for details re student ratios, etc.) In Medicine Hat public 15.38 full time equivalents are assigned to administration and supervision.
- That the total cost for administration in the schools this current school year amounts to about \$150,000 for Medicine Hat public and \$215,000 for Lethbridge. The costs for the separate school systems are comparable bearing in mind the enrolments.
- That to increase the administration time to the extent requested by the A.T.A. would mean an additional 6 full time equivalents for Lethbridge which in turn would cost in the neighborhood of \$72,000 more than last year. For Medicine Hat public 3 additional persons would be required at a cost of \$36,000. Similar increases would result in the other jurisdictions.

- That the department heads in all senior high schools are already receiving 5 periods per week for administration. That in Lethbridge the department coordinators in junior highs are now receiving 5 periods. Some release time is also being given to junior highs in the other jurisdictions. See Appendix N for details.
- That the secondary schools now have the equivalent of one counsellor for every 400 students. (See Appendix N). This for the Lethbridge public totals 9.2 full time equivalents at a cost of about \$92,000. In Medicine Hat public 7 persons are assigned at a cost of about \$70,000. To provide the same service for the elementary schools would require another 9 persons for Lethbridge and 7 for Medicine Hat, resulting in an additional cost of \$90,000 and \$70,000 respectively. The other two boards would have comparable costs based on enrolments.
- That to provide the additional strengths or services as referred to above could be done by only at the expense of some other service. Under the financial limitations now imposed by the government each district has a total specified sum available (unless it goes to a plebiscite which seems useless at this time) and as a result no funds are available for such services unless other services are cut, or the

teacher load is increased, or the salary increases are reduced. There is no other possible solution.

4. Release Time for Staff Meetings.

The A.T.A. request reads as follows:

24.1. The boards shall allow dismissal of students at least one hour prior to normal school closing time on one day per month for the purpose of general staff meetings.

With respect to this request the member boards contend:

- That since most if not all of the member boards have already made provision for such staff meetings by means of policy statements there is absolutely no need to have this clause in the collective agreement. This is just another example of how far ahead of the A.T.A. most boards are in that they have already made provision for many of the requests in the form of policy statements. School boards and local teachers have come forth with some excellent policy statements and the best the A.T.A. negotiators can do is to request that these be included in the collective agreement. Since the boards and the local teachers have initiated such policies why can they not be trusted to carry on in good faith? Why is it that the A.T.A. negotiators by insisting that policy provisions shall be included in the agreement are simply

attempting to destroy the good faith that has been developed between the board and its local teachers. Continuation in this fashion is bound to do the local teachers much more harm than good and is also bound to have an adverse effect upon education.

- That the inclusion of this clause in the collective agreement will only serve to maintain the status quo and make the system more rigid. It must, therefore, remain in policy form.

5. Release Time for Preparation.

The A.T.A. request, still in dispute, reads as follows:

25.2. Each teacher shall have free from classroom duties during the school day a minimum of 40 minutes or its equivalent over the school year, excluding the morning and afternoon recess periods and the noon intermission: such time shall be used for professional work relating to school activities.

With respect to this request or demand the member boards contend:

- That the inclusion of this clause in the agreement will result in marked inequality from the point of view of the instruction time required of the teachers at different levels. This is evident from the following table:

	<u>Elem.</u>	<u>Jr. High</u>	<u>Sr. High</u>
Length of instruction day	300'	304'	320'
Instruction time per week	1500'	1520'	1600'
Prep. time as per A.T.A. request 5x40	<u>200'</u>	<u>200'</u>	<u>200'</u>
Net instruction time per week - in minutes	1300'	1320'	1400'
in hours	21 2/3	22	23 1/3

- That in view of the resulting inequality in the net instruction time per week, and the subsequent requests and negotiations to which this will give rise, the member boards find this request completely unfair and unacceptable.
- That at the present time the member boards do provide 5 periods per week of release time for senior high teachers and three or four periods per week for junior high teachers. This does not mean that each and every high school teacher is guaranteed 5 periods per week or that each junior high teacher is guaranteed 3 or 4 periods per week. Rather the total release time for each school is assigned to the school, as a total block of time, and sufficient additional teachers are provided to cover this time. The principal, in consultation with his staff, will then distribute the release time to teachers as equitably as possible, giving those with a particularly heavy load more release time than others. This arrangement has worked well over the years.

The Lethbridge public board, in addition to the release time for junior and senior high teachers has also provided 2 periods per week for elementary teachers. This, together with the one hour per day which is available to Grade I teachers who want to take it, means that the net instruction time per week required of elementary teachers is approximately equal to that required of senior high teachers. In the Medicine Hat public the low student teacher ratios (see Appendix P) will more than compensate for the lack of preparation time in the elementary schools. The ratios could be increased to a level comparable to Lethbridge public and other urban boards and, in so doing, the Medicine Hat board would probably find it possible to provide 2 periods of release time for preparation to elementary teachers without increasing its total staff.

- That to provide release time to the extent of 5 periods for all teachers would cost the Lethbridge public board an additional \$145,000 over and above the \$300,000 it is now paying for preparation time. To find such funds under the financial restrictions now imposed by the government is totally and completely impossible unless the teachers are prepared to increase their load or take an equivalent reduction in their salary increases. The other three member boards find themselves in exactly the same situation.

- That to grant this request now will simply mean that at the next round of negotiations, the A.T.A. will be requesting still further time off for preparation. In view of this attitude which causes the A.T.A. to move in an endless fashion in the direction of securing more and more benefits for teachers, the member boards are forced to take steps to move in the opposite direction and to insist that all teachers shall be required to teach and carry out other duties and responsibilities within a total work week of 35 hours.

6. Work Load.

The A.T.A. request reads as follows:

27.1. The maximum amount of instruction time during which a teacher is to be regularly required to teach students shall be 22 hours per week or its equivalent over the school year.

With respect to this request the member boards contend:

- That this request is incompatible with the previous section re preparation time. The effect of this clause would mean that high school teachers would have much more time off than the five periods per week for preparation. It would also mean that most elementary teachers would not have five periods off as requested by the A.T.A.

- That this is another excellent example of a request which, if granted, would simply mean that the A.T.A. would use it on the next round of negotiations as a base from which to negotiate further reduction in the hours of instruction. What does the A.T.A. consider the ultimate end of such requests? How can it justify continual reduction in the hours of work and at the same time demand continual increases in salary?
- That the request is much too costly. Lethbridge public would require at least another \$175,000 over and above the present costs of \$300,000 for preparation time. Medicine Hat public would require about \$120,000 over and above the \$235,000 now spent on preparation time. Medicine Hat separate would require about \$40,000 over and above the preparation time costs of \$81,000. Lethbridge separate would require about \$50,000 more than it is now spending on preparation time. The member boards simply have no funds available for such proposals.
- That the request is totally unacceptable and that because of such demands the member boards are forced to demand that all teachers shall be required to undertake a maximum work week of 35 hours assignable time.

In this connection reference is made to a survey of work load completed in Medicine Hat about two years ago under the auspices of the local A.T.A. and the high school staff there. The data referred to below and in Appendix Q are part of a more complete report submitted to the Medicine Hat public school board.

Teacher Work Load - Hours per Week

Legend: A - Hours for elementary teachers
 B - Hours for elementary administrators
 C - Hours for high school teachers
 (sample of 30 teachers only)
 D - Hours for high school administrators
 E - Hours for province as per A.T.A. study
 F - Hours as recommended by A.T.A.

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
Instruction	25.3	14.1	21.8	11.9	25.2	20
Preparation	11	5.3	9.9	.9	11.5	10
Testing	4.5	3.5	3.5	1.4	5.1	5
Admin-Prof.	2.8	15.4	2.6	25.6	2.2	1
Professional	1.5	2.6	3.5	5.0	2.5	4
Extra-Curr.	1	2.2	3.6	1.6	.9	2
Supervision	<u>2</u>	<u>4.1</u>	<u>4.3</u>	<u>2.8</u>	<u>3.5</u>	<u>3</u>
Total	48.1	47.2	49.2	49.2	50.9	45

The figures as shown in columns E & F are interesting and revealing. In column F, if the 10 hours of preparation time are deducted, which they should be, since it is impossible for anyone to schedule

preparation time for individual teachers, this will leave a total assignable work week of 35 hours. The one unreasonable and impossible figure in this column, from the point of view of costs, is the 20 hours suggested by the A.T.A. for instruction time. This figure could be set at 25 hours for elementary and something slightly less for secondary in view of their heavier extra-curricular load, and the remaining figures could be adjusted slightly so that the total, excluding preparation, would amount to 35 hours of assignable time. Since this total was recommended by the teachers in Medicine Hat it is assumed the A.T.A. will be agreeable to a 35 hours assignable work week excluding preparation time.

7. Recess and Noon Supervision.

The A.T.A. request reads as follows:

28.1. No teacher shall be required to supervise the students before or after school hours, morning or afternoon recess periods, or during the noon-hour intermission.

With respect to this request the member boards contend:

- That teachers over the years have always been engaged to do more than just give academic instruction. In their relationships with students in the corridors, on the playing field, during the recess, during the noon-hour, in intra-mural sports, in all forms of

extra-curricular activities, teachers serve as educators and have the opportunity to influence children. It seems unreasonable and very unwise that teachers should wish to avoid completely the opportunity to influence students on such occasions.

- That if the provisions of this clause are agreed to, it seems certain the discipline and general tone of the school will suffer and that it might not conform at all to the climate that should prevail in a good teaching-learning situation.
- That the provisions of this clause will have the effect of increasing the credibility gap between students and teachers, will cause teachers to show less and less interest in students, and will make it impossible for teachers to promote maximum growth and development (educationally and otherwise) on the part of students.
- That the type of climate which will develop in a school will become more and more like the impersonal type of climate which many universities have developed.
- That this clause will have the marked effect of further reducing the number of occasions on which teachers can influence students on a one to one relationship.
- That this clause or request is completely unacceptable to the member boards.

- That provisions for recess and noon hour supervision should be handled through policy development procedures outside the collective agreement. See Appendix R for copy of policy currently applicable to the Lethbridge public school system.

CONCLUDING COMMENTS OF MEMBER
BOARDS RE WORKING CONDITIONS

In concluding this section of the brief, the member boards find it necessary to emphasize the following:

1. The introduction of the above working conditions into the collective agreement will serve not only to ossify the provisions related to each working conditions but will also greatly increase the rigidity of school system operation. The member boards believe very strongly that this is not in the best interests of education and certainly not in the best interests of students. The member boards, therefore, are firmly of the view that all working conditions can be handled and settled much more efficiently and soundly through policy development procedures outside the collective agreement. Two of the member boards have a long record of success in doing just this. As a matter of fact, they have been so successful that the A.T.A. can think of nothing better but to seek to include many of the policy statements in the collective agreement. What more proof is required? The other two member boards

have now committed themselves by resolution to pursue policy development activities.

2. If the A.T.A. is not agreeable to the suggestion that all working conditions should be handled through policy development procedures outside the collective agreement, the member boards, in view of the never ending A.T.A. requests, from one negotiating round to the next, for more and more benefits and less and less work, are forced to demand that all teachers shall be required to conform to those provisions of the Labor Act that specify hours of work and to demand that all teachers be required to carry out a maximum of 35 hours of assignable work per week. The assignable work shall include instruction duties together with responsibilities related to professional development, supervision during recess and noon hours, as well as before and after school, extra-curricular activities, and other tasks assigned by the principal.

If, however, the A.T.A. is prepared to forego their requests respecting working conditions or are prepared to agree that they will be handled through policy development procedures, the member boards are prepared to withdraw their request for 35 hours of assignable time. They are not prepared, however, to have this written into the agreement, or to include in the agreement any clause relating to any advisory committee for consultation purposes so that it might be used by the A.T.A. in the next round of negotiations as a base from which to extract

further privileges, and so that it might give rise to many undesirable features as referred to in Section A of this brief. To include such a statement in the collective agreement is totally and completely unnecessary in view of the long record of consultation and policy development practices on the part of the public school systems, and a strong commitment to pursue the same practices by the separate school system. These practices incidentally were initiated and introduced in these two cities before the A.T.A. ever thought of making requests for them. The member boards now have no intention of permitting a clause to be included in the agreement which will have the effect of destroying a practice which has proven to be very successful in developing the type of policies that teachers are pleased to have and that the A.T.A. negotiators have even sought to include in the collective agreement.

3. The member boards cannot in any way entertain the inclusion of a clause in the collective agreement, as has been done in a few other jurisdictions, which will have the effect of maintaining the status quo. The member boards are firmly of the opinion that a very large majority of our teachers would prefer to have working conditions and other problems duly handled by our policy development structures outside the collective agreement.
4. The member boards find it extremely difficult to understand why the A.T.A. would want to push so hard for

working conditions and for a clause providing for an inferior type of consultation in the Lethbridge and Medicine Hat areas where much has been accomplished through consultation outside the agreement, and where more can be accomplished if the process is not destroyed. The boards can come to only one conclusion for this action by the A.T.A., namely that the A.T.A. is determined to do what it can to destroy the concept of regional bargaining. It apparently feels, in other words, that it has a much better chance of attaining its objectives through negotiation with smaller individual boards. The individual boards would be prepared and happy to negotiate with their local teachers if the provincial organization of the A.T.A. would be prepared to leave such negotiations in the hands of the local A.T.A.

5. Although a number of school jurisdictions have, as a result of negotiations, included a clause in the collective agreement which frequently indicates that no change will be made in working conditions until they have been examined by an advisory committee consisting of teacher and board representatives, and although precedents have, therefore, been set for the inclusion of such clauses, the member boards would like to strongly emphasize that, precedents notwithstanding, they cannot agree to the inclusion of any such clause primarily for such reasons as the following:

- In all other jurisdictions where such clauses have been included, structures providing for extensive consultation and staff participation in policy development outside the collective agreement were not in existence. Under such conditions one can partially understand the advisability of including a clause providing for such consultation, even though the consultation will inevitably be of an inferior type and degenerate into bargaining procedures. In Lethbridge and Medicine Hat a superior type of consultation has been, and will continue to be in operation outside the collective agreement. Hence the inclusion of such a clause is not only totally and completely unnecessary, but is also inadvisable and very undesirable.
- The inclusion of such a clause will definitely destroy the effective type of consultation we have had in operation which has provided for an input by representatives of the groups concerned in the decision-making process.
- It will substitute an inferior type of consultation which will inevitably result in a continuation of the bargaining process on a permanent basis. This in turn will degenerate into hostile camps and a type of atmosphere which will make it impossible to resolve problems in the best interests of students and education generally.

Section C - Proposals Related to Salary Considerations,
Allowances and Special Payments

It has been agreed, by the parties to this dispute, that the term of the collective agreement shall be twenty-eight (28) months, from September 1st, 1970 to December 31st, 1972. In determining salary, allowances and special payments, the member boards have been guided by:

- (1) Government imposed fiscal restraint on school boards by way of support through the Foundation Program and Regulations restricting the amount of taxation a board may impose without consulting its electors through a plebiscite.
- (2) Automatic salary increases for teachers in recognition of experience (\$350 to \$500 per annum).
- (3) Increased auxiliary services to professional staff, e.g. clerical aides, library clerks, expenditures for supplies and equipment. Excessive salary increases will result in the curtailment of these services.
- (4) Limited growth in tax base - for the period 1966 to 1971, the equalized assessment in the City of Medicine Hat and City of Lethbridge has increased 9.6% and 20.7% respectively, or

an average annual increase of 1.6% and 3.5%.

In addition the following data were considered:

- Recent Salary Settlements in Alberta. See Appendix S.
- Teacher Supply and Demand. See Appendix T.
- Beginning salaries as compared to beginning salaries in other professions. See Appendix U.

SALARY GRID

- For the period September 1st, 1970 to December 31st, 1970, a "lump sum" payment based on 2% of the individual teacher's annual salary, as calculated on December 31st, 1970, in accordance with the 1969-70 schedules.
- For the period January 1st, 1971 to December 31st, 1971.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
4050	5000	5900	7300	7750	8190
7550	8500	9400	12300	12750	13190
10x350	10x350	10x350	10x500	10x500	10x500

- For the period January 1st, 1972 to December 31st, 1972.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
4300	5250	6250	7700	8175	8650
7800	8750	9750	12700	13175	13650
10x350	10x350	10x350	10x500	10x500	10x500

RECOGNITION OF TEACHING EXPERIENCE

The member boards propose:

1. Allowance for past experience shall be one step on the schedule for each year of experience to the maximum as provided in the salary grid.
2. For purposes of this section before an allowance is paid for experience prior to engagement, the teacher shall be required to submit a certified statement from previous employers to the effect that such experience was in a school under the jurisdiction of a provincial, state, or national department of education. Until such evidence is submitted, or if it is not submitted within 90 calendar days of commencement of employment, the board may evaluate the teaching experience.
3. All experience increments shall be calculated on the basis that 170 teaching days shall equal one full year of teaching experience for salary purposes. Partial years of teaching experience (exclusive of substitute teaching time) may be accumulated to a maximum of 170 days within a period of three (3) consecutive years.

PRINCIPALS' ALLOWANCES

The member boards propose the following as an equitable and fair basis for determining principals' allowances:

Up to 100 pupils	\$13.00 per pupil
101 - 200 pupils, an additional	6.00 per pupil
201 - 300 pupils, an additional	5.00 per pupil
301 - 500 pupils, an additional	4.00 per pupil
501 and over, an additional	2.00 per pupil

Pupil count to be as at September 30th of the current year.

This schedule will provide principals' allowances ranging from approximately \$1,100 to \$5,000 within the four school jurisdictions.

VICE-PRINCIPALS' ALLOWANCES

First Vice-Principals..... 60% of the principal's allowance.

Vice-Principals 50% of the principal's allowance.

ALLOWANCES FOR CONSULTANTS

On the basis of 50% of the principal's allowance for a school with 300 pupils, or \$1200.

ALLOWANCES FOR DEPARTMENT HEADS

On the basis of 50% of the principal's allowance for a school with 100 pupils, or \$650.

SUBSTITUTE TEACHERS' PAY

1. Substitute teacher means a teacher employed on a day to day basis.
2. The rate of pay for substitute teachers including 4% vacation pay shall be 1/200 of the basic minimum of the first year of training.
3. Rate of pay for a teacher employed on a substitute basis who fills the same teaching position for more than ten (10) consecutive days, shall be, effective the eleventh (11) consecutive teaching day, according to placement on the salary grid subject to the term of this agreement.
4. Effective date for adjustment to substitute teacher's pay shall be the first day of the month following the signing of this collective agreement.

Section D - Fringe Benefits

SICK LEAVE - GROUP INSURANCE

The member boards recognize that employees should be adequately protected for illness, long term disability, and life insurance.

Therefore, they propose the following provisions:

1. Annual sick leave, with pay, will be granted to a teacher for the purpose of obtaining necessary medical or dental treatment because of accident,

sickness or disability, in accordance with the following schedule:

In the first year of service with the board:

- in accordance with the provisions of the School Act.
- after one year of service: ninety (90) calendar days.
- after ninety (90) calendar days of continuous absence due to medical disability, no further salary shall be paid and the Alberta School Employees Benefit Plan shall take effect.

2. Where a teacher has suffered an illness and/or has been paid under the provisions of the Alberta School Employee Benefit Plan, upon his return to full time duty, he shall be entitled to an additional sick leave benefit in the current year in accordance with the following schedule to a maximum of:

- less than one year of service: nil
- after one year of service: ninety (90) calendar days.

3. When a teacher leaves the employ of a member board, all sick leave shall be cancelled, except when a teacher leaves to be employed by a member board of Lethbridge and Medicine Hat School Authorities Association, and the new employer shall be responsible for the benefit as at the effective date of employment.
4. The credit of a teacher on leave of absence will not be altered because of his absence from work for a period not exceeding one year.

5. Before any payment is made under the foregoing regulations, the teacher shall provide:

- i - a declaration, on a form to be provided by the member board, where the absence is for a period of three days or less.
- ii - a certificate signed by a qualified medical or dental practitioner where the absence is for a period of over three days.
- iii - when the sickness extends for a period of over one month, the employee may, at the discretion of the member board, be called upon to furnish a further medical certificate at the end of each month during the duration of the sickness.

6. All teachers shall be covered under the provision of the Alberta School Employee Benefit Plan with the employer paying 50% of the premium.

In view of this most generous provision for sick leave, long term disability and group life insurance, the member boards are not prepared to make contributions to medical or hospitalization plans.

Section E - Phase Out Clauses

Although an attempt has been made to include all items under a common collective agreement, it is our opinion that Pro Rata Payments and Long Service Bonus can best be dealt with through an appendix to the new collective agreement. We feel that this is necessary as we propose to phase out Pro Rata Payments and Long Service Bonus.

PRO RATA PAYMENTS (Lethbridge Public & Separate)

Pro rata allowances are those allowances that are paid for partial years of training as determined by the Teachers' Qualifications Service in accordance with the principles of the T.S.Q.B. The Lethbridge and Medicine Hat School Authorities Association is attempting to establish a phase out procedure for these provisions. Pro rata payments constitute a significant portion of the payroll in those areas where it is being paid. More than fifty percent of the teachers in Alberta do not receive pro rata. In other words, teachers in these areas are placed on the salary schedule in accordance with their assessed completed years of training and are paid accordingly. Fractions of years in these cases are not subject to separate or additional salary considerations.

The member boards' position in this matter is as follows:

- teachers presently on staff who are not receiving allowances for incompleted years of teacher education shall continue to be ineligible for such allowances.
- teachers coming on staff on or after school opening date 1971 and thereafter shall not be eligible for any allowances for incompleted years of teacher education.
- teachers presently receiving allowances for incompleted years of teacher education in accordance with provisions of previous agreements shall continue to receive present pro rata allowances until September 1st, 1972.
- after September 1st, 1972, no teachers shall be eligible for allowances for incompleted years of teacher education.

The object of this proposal is two-fold:

- i. it will provide an opportunity to the member boards to better redistribute their dollar resources.
- and
- ii. it will provide a more positive incentive to teachers to upgrade their training.

LONG SERVICE BONUS (Medicine Hat Public & Separate)

There are only four collective agreements in Alberta which have such a clause and all are being phased out. It is proposed that this clause be phased out as follows:

- the provisions for long service bonus shall be discontinued on school opening date 1971.
- teachers presently receiving a long service bonus shall continue to receive same until the termination of their contract.

CONCLUDING COMMENTS

TO THIS BRIEF

The member boards regret very much:

- That they have not found it possible to negotiate directly with their own teachers. Had the teachers in each jurisdiction been authorized by the Alberta Teachers' Association to be certified as the bargaining agent to negotiate with their own board this dispute likely would not have been necessary. Bargaining associations were formed because in each instance the negotiations were being carried forward by the Alberta Teachers' Association and not by representatives of the local association.
- That they have found it necessary to pursue this dispute to the conciliation stage. This in itself provides ample proof of the ineffectiveness of the bargaining procedure particularly as related to non-salary matters.
- That the teachers have decided to pursue a course which they hope will ultimately give them equal power with the board on all aspects of school system operation without being accountable to the

public or without having some form of built-in accountability. This is a new approach on the part of the A.T.A. and primarily accounts for the fact that the dispute was not settled much earlier.

- That the A.T.A. is determined to do everything it can to destroy the regional bargaining concept and to show that it (the regional concept) is ineffective from the point of view of concluding collective agreements. This is another prime reason for the delay in settling the dispute.

As a final comment, the member boards once again would like to emphasize that they have a strong commitment to consultation with not only teachers but with representatives of all groups concerned. The issue is not a question of whether or not there shall be consultation. The issue is - what is the most effective way to carry forward consultation with representatives of all groups concerned? The member boards are firmly convinced that the A.T.A. approval is ineffective, is inferior, and will produce harmful results from many points of view. They strongly contend that consultation and policy development procedures outside the collective agreement has

from first hand experience proven itself to be effective and to produce mutually satisfactory results in an atmosphere of goodwill and cooperation, and to the benefit of the educational process.

Tinkering with education

By Louis Burke

WHEN trustees tinkered with the old school act, they had no idea what they were trying to do. Like a fine watch, the mechanism of Alberta education flew apart when they agreed to what is virtually a *carte blanche* school act. Only this year, in contract negotiations, have school trustees discovered the pieces flying, and they express amazement.

They refuse to allow fully trained, highly skilled professionals a direct voice in educational policy. This is exactly like a doctor not being allowed to advise on his own patient's condition. It is the same as the lawyer not being heard in his own court case. Education is the teacher's patient: education is the teacher's case. Not having a direct voice in educational policy is plainly unjust and unwise.

School trustees ask teachers to trust them and to forget about all the working conditions now being sought in contracts. Conveniently, they ignore the fact that trustees forced teachers into regional bargaining. In order to muscle teachers, they refused to discuss contracts on a local basis, and thereby undermined trust. Shamelessly, the few trustees on the negotiation committees want the public to think the entire mess has been created by teachers.

Before regional bargaining was imposed on teachers, contracts were settled at the local level. Negotiations in Lethbridge over the last five years ended successfully and to everyone's satisfaction. And where no regional bargaining exists, teachers and

trustees have already settled their contracts so that they are able to carry on with the job of education for another year. Perhaps, it is time to go back to the previous arrangements.

Under the guise of democracy and having been elected by the people, a few trustees in this area forced 2,000 teachers into regional bargaining. This is about to create a serious situation for some 30,000 students with the distinct possibility of adding greater burdens to a 200,000 population group of this area. A few, non-trained persons holding positions over education wish to pontificate on matters educational. Indeed, let us hope that the spirit of Napoleon died and that it is not alive and well in southern Alberta today.

Trustees need everyone's help in making decisions on educational policy. Not only should they have a body of teachers to assist them, but they should tap the rich pool of interested parents which surrounds them. School board members ought to know that the age of infallibility is no longer with us.

It is a fact that trustees, in the area of contract negotiations, leaped into the lake of regional bargaining without studying carefully the currents seething beneath the surface. To express this idea in school terms, some trustees did not do enough homework. Now, they need help seriously. They are having much trouble trying to get the new mechanism of the school act to work.

Teacher dispute goes to conciliation March 29

The deadlocked dispute over working conditions between the Medicine Hat and Lethbridge Public and Separate school trustees will go before provincial conciliation officer John Hutton March 29.

Talks broke down when the regional bargaining committee, representing the teachers, asked the School Authorities Association, representing the trustees for more say in policy formation as far as teachers' working conditions are concerned.

The trustees refused to consider the matter and discussions ended when the School Authorities Association requested the conciliation officer from the Department of Labor.

The teachers protested the appointment of Mr. Hutton because the trustees, say the

teachers, have not bothered to discuss the remaining submissions on salaries and administrative allowances.

Regional bargaining committee member Keith Freeman said Tuesday "it certainly appears at the present time that the boards aren't willing to compromise" on the issue of working conditions.

This year the new School Act has for the first time allowed teachers to form an association to bargain with the trustees.

But the Act has also given new autonomy to the local school boards, and the teachers maintain this is being misinterpreted by the trustees.

The boards feel the amendments place a greater load of policy determination with local districts and the teachers say this has been interpreted to

mean a stronger control of local policy decisions — including those directly affecting teacher working conditions.

On the issue of working conditions the teachers want some limitation on the number of pupils in a classroom. Teacher representative Freeman said there is no "classical number, we'd just like to talk about it with the boards."

The teachers are also asking for time to prepare lessons, more clerical staff to handle paper work, no more noon hour and recess supervision by

teachers, a maximum of 29 hours teaching time a week, an adequate insurance plan with the boards paying at least 50 per cent, a sabbatical leave clause, and some form of grievance procedure to appeal decisions handed down by the trustees.

Mr. Freeman said the grievance procedure, which is governed basically by the Labor Act, has been tentatively agreed to but, he re-affirmed, "salary negotiations between the trustees and the 900 teachers involved in the dispute won't begin again until working conditions have been worked out."

Two
thefts

reported

Alberta teachers may walk out

There is a distinct possibility that all of southern Alberta will have a teachers' strike before the end of the current school year.

Two regional bargaining situations are involved, and Joe Berlando, the Alberta Teachers' Association bargaining agent in charge of the Lethbridge teachers' negotiations has told the Herald "things look bleak."

BARGAIN JOINTLY

Lethbridge and Medicine Hat public and separate school boards are bargaining jointly this year with about 750 teachers in the two cities, and the Southern Alberta School Authorities Association, comprising the 18 other school districts south of and including Brooks and Vulcan is bargaining jointly with 1,300 more teachers.

John R. Hutton, a labor relations officer working from Calgary, has been appointed conciliation officer in both disputes. His initial recommendations are expected early this week in the SASAA dispute, but it will be some time before he has met with the other groups.

"We sincerely hope we can head off a major confrontation, like a strike," Mr. Berlando said. "But the boards in the Lethbridge and Medicine Hat situation, as well as the SASAA one, have been stubborn about the two points the teachers feel are the most important."

He said these are the rights of teachers to be consulted by the school boards before any major changes in policy are put into effect; and the number of hours teachers are expected to spend teaching, as opposed to their regular workday of teaching, preparation time and other

PICTURE BLEAK

The picture is similarly bleak in a number of other areas in the province. Most regional bargaining situations are "in trouble," Mr. Berlando said. He added that the problems exist on both the teachers' and the school boards' side, "but it was the teachers who asked regional bargaining, not us."

The eight regional districts include about 6,000 of Alberta's 20,000 teachers.

Another major trouble spot is the Calgary public school district, which is also heading a strike situation.

The provincial ATA board is meeting in Edmonton Tuesday to determine whether or not funds can be made available to Calgary teachers if they go on strike, and the Calgary teachers are meeting Thursday to decide whether to hold a supervised strike vote.

If they decide then to apply to the department of labor for a strike vote, Mr. Berlando said the vote could be held March 22 and the teachers there could go on strike almost any time after that.

Policy No. A-1
Revised

Lethbridge School District No. 51

BOARD-ADMINISTRATOR-TEACHER RELATIONS
DECISION-MAKING RESPONSIBILITIES

This statement, developed cooperatively by the board, the administration and the coordinating committee (the membership of which includes teacher and principal representatives), is designed to clarify the decision-making roles and responsibilities of board members, administrators and teachers, and to promote harmonious and effective working relationships among them. It is generally based upon the following premises:

- 1. That a commonly understood basis of working relationships will better fulfill the needs of professional personnel so that each teacher, working in an atmosphere conducive to competency, may best meet the needs, interests and abilities of students.*
- 2. That the Board of Trustees is primarily responsible for establishing the broad purposes of education and adopting appropriate programs and policies to attain them.*
- 3. That the administration is required to work both with the board and the professional staff. The Superintendent, in particular, is required to act as an advisor to the board and as the chief executive officer of the school system.*
- 4. That school personnel, as well as administrators, are primarily responsible for carrying out programs and policies adopted by the board. They are expected, however, to also play a part in developing suitable programs and policies for board consideration.*
- 5. That all personnel affected by a policy, whether board members, administrators, or teachers, should play a part in its development.*

6. That due to limited time available to board members, the board expects administrators and professional personnel to develop first draft copies of many policies, programs, and alternative courses of action. Participation in decision-making by school personnel is, therefore, possible without direct dialogue with board members.

The decision-making roles and the responsibilities to be carried forward by the three groups (board, administrators, teachers) are illustrated in the diagram on the last page of this statement.

Role of the Board of Trustees

The diagram suggests that the board's role is:

- To establish the broad purposes and objectives of education for the school system. This may be done through the adoption of a suitable statement of educational philosophy. The development of such a statement should involve the cooperative efforts of board members, administrators, teachers, parents and students. The Planning and Development Council may play an important part in this connection.
- To adopt appropriate programs and policies designed to realize the purposes and objectives. Many of the programs and policies will be initially drafted by administrative and other professional personnel through the coordinating committee, or by the Department of Education. Some may also be proposed by the Planning and Development Council.
- To largely delegate all administrative duties and responsibilities to the Superintendent and his staff.
- To review the decisions made by the administration and school personnel in carrying out board policies and programs.

- To examine product reports and generally assess the extent to which its policies are achieving the purposes and objectives.
- To carry out officially those specific actions required by law.

Role of Administration

The diagram also suggests that it is the Superintendent's (and other administrators') role:

- To advise, assist and work with the board and to provide it with the necessary data for sound decision-making.

To adequately carry out this function, the administrators will need to:

- Observe and acquaint themselves with educational activities and developments both inside and outside the school system.
- Work with the coordinating committee and other committees in drafting policies and programs for board consideration and in suggesting other courses of action designed to improve the teaching-learning situation.
- Prepare board agendas in adequate detail so the board will be in a position to make sound decisions.
- To work with professional personnel drafting regulations and determining how board policies and programs can best be carried out.
- To cooperate with school personnel in carrying out board policies and decisions as effectively as possible.

- To evaluate and to prepare reports indicating how well and to what extent the purposes and objectives have been attained.

Role of School Personnel

The diagram further suggests that it is the role of professional personnel in the schools:

- To set specific objectives and goals consistent with the broader purposes and objectives established by the board.
- To work with the Superintendent and other administrators through such bodies as the coordinating committee, principals' group, curriculum committees, etc., in initially drafting policies for board consideration or in determining a course of action which might be taken to promote improvements.
- To carry out, in cooperation with administrators, board policies and programs designed to achieve the purposes, objectives and goals of the total educational enterprise.
- To continually evaluate the extent to which the policies and programs are achieving the objectives desired. Various forms of progress reports should be provided from time to time. At the school level, principals and others will provide leadership in carrying out policies and programs and in evaluating outcomes.

Concluding Statement

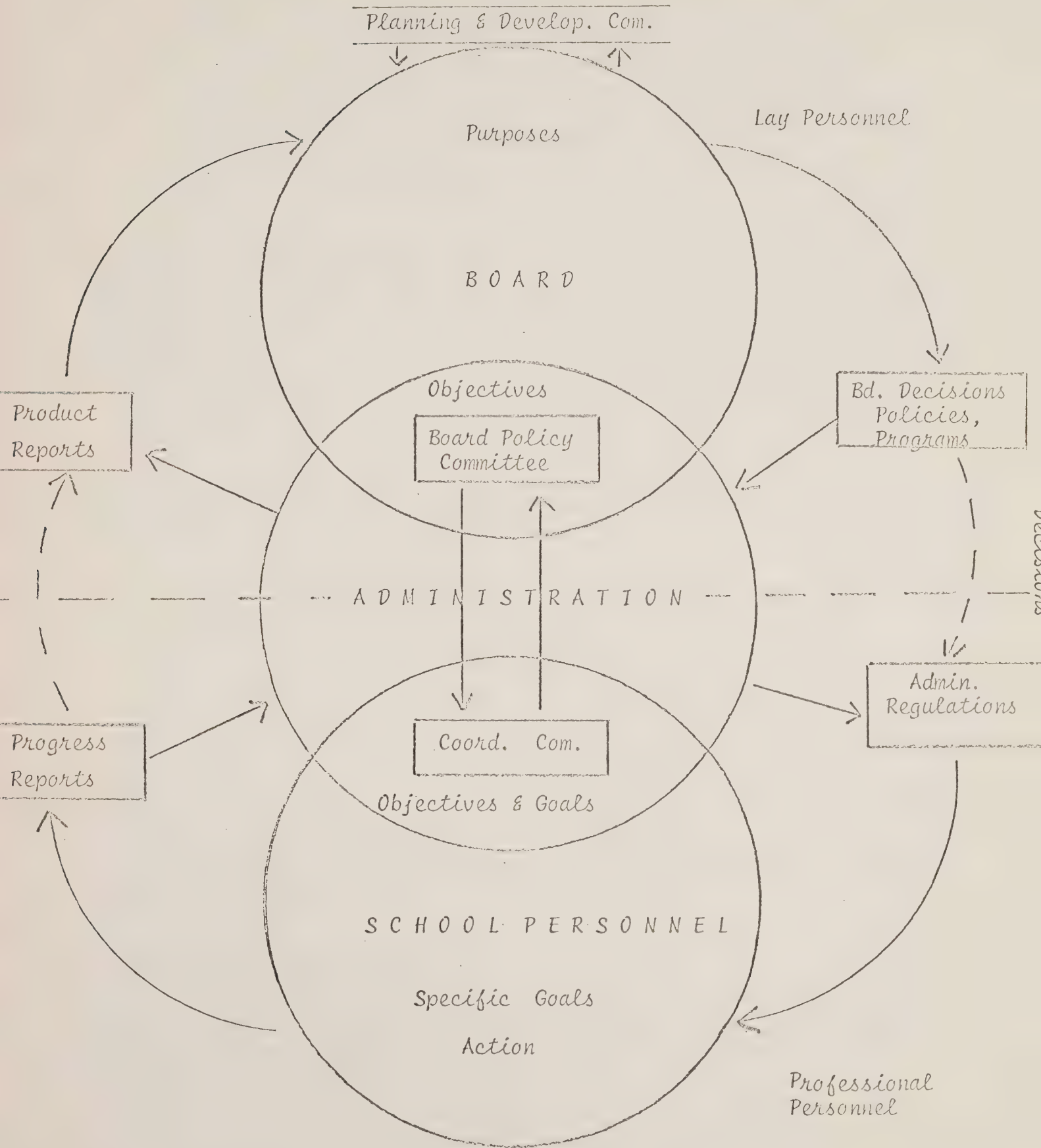
The board and the coordinating committee, representing board members, administrators and teachers, subscribe to the decision-making roles and responsibilities as outlined in this policy statement.

References:

1. "Developing School Systems" by Greenfield et al.
2. "Planning Board Meetings & Developing Policies" by Davies & Brickell.

Approved & Adopted
October 27th, 1970.

BOARD - ADMINISTRATOR - TEACHER RELATIONS
DECISION-MAKING RESPONSIBILITIES



Lethbridge School District No. 51

School System Organization

and

Channels of Communication

In accordance with provisions of the School Act, the Board of Trustees is the final authority at the local level on matters related to school operation. The Superintendent of Schools is engaged by the board to work with it and to serve as the chief executive officer for the school system as a whole. The Deputy Superintendent will assist the Superintendent in carrying out his varied responsibilities as outlined in the policy statement, "Board-Administrator-Staff Relationships and Decision-Making Responsibilities".

In cooperation with the Superintendent, and acting as senior personnel in charge of their respective departments (see organizational chart attached), are the following officers:

- Director of Curriculum and Instruction (DCI)
- Director of Personnel and Material Resources (DPM)
- Director of School Services (DSS)
- Director of Business Affairs (DBA or Sec-Treas.)

These officers, in view of their experience, training, and professional knowledge are required to assist and advise the superintendent and board on various aspects of school operation, and, under the board's authority, are responsible for the proper conduct of the board's business and of school affairs generally. As assistants to the superintendent and the board, these officers shall attend such meetings of the board and committees of the board as may require their presence. Other officials or school personnel will also attend whenever their presence is required.

Channels of Communication

As a means of facilitating communication, encouraging participation in decision-making, and promoting effective operation of the school system, the procedures as outlined below under each of the following headings shall prevail:

- Normal lines of communication.
- Communication through committee activities.
- Other channels of communication.

1. Normal Lines of Communication

a) Director of Curriculum and Instruction:

All matters related to the following should be presented to, or initiated by, the DCI for appropriate consideration and action:

- Curriculum issues and problems.
- Instructional practices and approaches.
- Improvement of the instructional program.
- Evaluation of curriculum patterns and instructional procedures.
- Educational plans.
- Educational objectives and program budgeting.
- Media services as related to curriculum and instruction.
- Summer programs in cooperation with other directors.

b) Director of Personnel and Material Resources:

Matters related to the following should be presented to, or initiated by, the DPM for appropriate consideration and action:

- Personnel needs and requirements.
- Personnel recruitment, placement and orientation.
- Personnel problems and professional competence.
- Personnel changes and transfers.
- Enrolment projections and boundary changes.
- Policies governing allotment of equipment and supplies.
- Resource and facility planning.
- Liaison with the University of Lethbridge re teacher training.
- School attendance problems.
- Summer programs for elementary and secondary students.

c) Director of School Services:

Matters related to the following should be presented to, or initiated by, the DSS for appropriate consideration and action:

- Counselling and guidance services.
- Psychological diagnostic services.
- Reading services.
- Special education.
- Programs for slow and gifted students.
- In-service re special education, reading, guidance and counselling.
- Pupil personnel services.
- School for retarded children.
- School attendance, preventative and corrective aspects.
- Early admission program.
- Speech Therapy.

d) Director of Business Administration (Sec-Treas.):

Matters related to the following should be presented to, or initiated by, the Secretary-Treasurer (DBA) for appropriate consideration and action:

- Board minutes and records.
- Accounting, salary payments, etc.
- Budget control and expenditures.
- Purchasing.
- Building maintenance.
- Transportation.
- Data Processing.
- Other matters concerned with business affairs.

With respect to the duties and responsibilities of the four directors, it should be noted and emphasized that while each will have primary responsibility for certain areas, it will also be necessary for the directors to cooperate and work as a team on many matters. Although each director will have the necessary delegated authority in his own area, this same cooperative and helpful approach will be employed by the directors as they work with principals and other school personnel in promoting improvements in the total educational enterprise.

Each director will consult from time to time with the superintendent, and will keep him adequately informed respecting new developments and the progress being made in achieving the objectives of the programs and services provided. They will also be prepared to report directly to the board when considered desirable.

2. Communication Through Committee Activities

Effective communication can be facilitated through the decision-making responsibilities of personnel participating in committee activities. Such committees as the following shall be established through the adoption of this policy statement.

a) Administrative Council

This committee shall consist of the superintendent, the deputy superintendent, and the four directors. The group shall meet weekly, or as often as may be necessary, on an informal basis, for the purpose of facilitating communication and determining, in accordance with board policies and directives, appropriate action to be taken respecting various matters. It shall be the responsibility of these officers to meet with individuals, committees, and groups, and to adequately study the ramifications relating to problems, issues, and programs, with the view of providing the board with the necessary information to reach sound decisions.

b) Coordinating Committee

A special committee, to be known as the coordinating committee, shall be established to facilitate broad participation in policy development and to promote favorable staff-administration-board relations. It shall concern itself primarily with the internal operation of the school system.

Committee members shall include:

- Members of the administrative council.
- Representatives of the A.T.A. as follows:
 - Four teachers (one representing each division) appointed or elected by the A.T.A.
 - President of the Local A.T.A. unless such official is from District No. 9, in which case it shall be the Vice-president.
- Three principals (one elementary, one Jr. High and one Sr. High) appointed or elected by the principals' association.
- One or more board members, if they desire to participate.

Purposes to be served by the committee:

- *to generally coordinate various system-wide activities in accordance with policies already established.*
- *to consider various ramifications related to suggested new policies and programs raised for consideration by the board, or administrators, or the A.T.A. ... the findings to be submitted to the board for appropriate action.*
- *to consider suggestions for possible revisions to existing policies and programs with the view of submitting appropriate recommendations to the board.*
- *to consider ways and means of meeting special problems facing the school system which may come up from time to time.*
- *to serve as a committee to hear complaints from school personnel who are unhappy over specific courses of action and have failed to secure satisfactory explanations.*

Procedures to be followed:

- *The Superintendent of Schools shall serve as the chairman of the committee.*
- *Agenda items may be brought forward by any member of the committee.*
- *Copies of the agenda, together with necessary enclosures, shall be forwarded to the members prior to the meeting to provide sufficient time for study and examination.*
- *A summary of the decisions and conclusions reached shall be prepared following each meeting and shall be distributed to:*
 - *all members of the committee.*
 - *the Board of Trustees.*
 - *A.T.A. council members for each school.*
 - *the principal in each school.*

- Policies initially developed, or revised, by the committee shall be brought forward for board consideration by the superintendent.
- The committee shall normally meet once a month or as often as found necessary.

c) Planning and Development Council

This council (committee) having wide school system and community representation shall concern itself primarily with long range plans of the school system and how it can best meet the needs of students.

Membership on the Council shall normally include:

- Five Home and School or parent representatives from the secondary schools - one from each school.
- Five Home and School or parent representatives from the elementary school associations - one from each of five Home and School Associations, the associations to be selected in a manner agreed upon by the City Home and School Council.
- Five student representatives - one from each of the junior and senior high schools.
- One teacher appointed by the local A.T.A.
- One principal appointed by the principals' group.
- The Superintendent of Schools.

The Council shall, in an advisory capacity, serve such purposes as the following:

- To consider the adequacy and effectiveness of the total school program and ways and means of better meeting the needs, interests and abilities of students. Certain responsibilities in this connection may be referred to other existing committees, or to special ad hoc committees for consideration and suggested action.
- To consider long range plans for the school system.

- To submit proposals and recommendations respecting the above directly to the board for consideration and appropriate action.

The following procedures shall apply to this Council:

- The chairman shall be appointed by the board unless delegated to the Council.
- Council members may suggest agenda items and copies of the agenda shall be forwarded to members well in advance of meeting times. The chairman and the superintendent shall cooperate in the development of the agenda.
- Proposals and recommendations developed by the council shall be submitted directly to the board for consideration and action.
- The Council shall meet three or four times during the year or as often as may be found necessary.

d) Other Committees

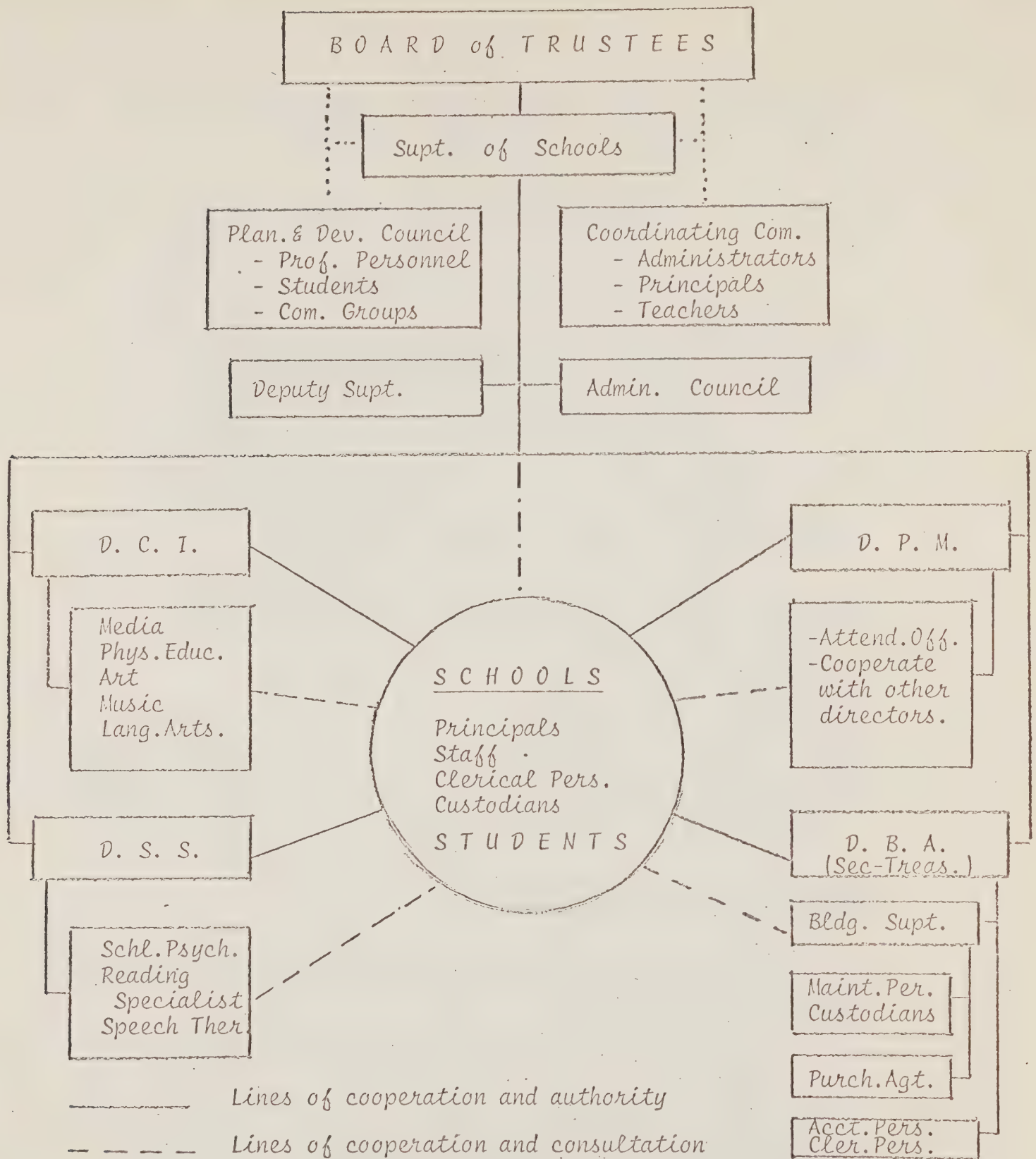
Though not formally established by this policy statement, directors and other personnel will find it highly desirable to set up unofficial committees of various types designed to facilitate the teaching-learning situation and to promote improvements in our total educational effort.

3. Other Channels of Communication

As a means of further facilitating communication both inside and outside the school system, such procedures as the following shall be employed:

- Preparation and distribution of a monthly information bulletin.
- Preparation and distribution of articles and shorter bulletins once a week or as often as may be found necessary.

Approved and Adopted,
November 10th, 1970.



Lethbridge School District No. 51

Proposed Divided School Year

Summary Report

Why Consider a New Divided Year

The following factors suggested the advisability of examining the need for a reorganized school year:

- One of our high schools (Winston Churchill) is now on a new divided year with the break between the semesters coming during the Christmas and New Year's holidays. The general reactions of parents, students, and teachers to the plan are favorable. As a result the question has arisen - to what extent might there be similar reactions if the plan were introduced into our other secondary schools, and perhaps also our elementary schools?
- There has been much talk about, and many articles have recently been written on new ways of dividing the school year.
- To what extent are the advantages and disadvantages of semestering related to new ways of dividing the school year?
- Some time before the end of the year, a decision will have to be made as to whether or not Winston Churchill shall continue with the plan it has now adopted. If the plan is to continue in operation, to what extent should it be introduced into other schools.

In view of the above, the Board of Trustees last October established a Divided School Year Committee to examine the ramifications related to semestering and new ways of dividing the school year.

Plans Considered

Consideration was given to three possible ways of dividing the school year.

1. The Quarter System or Year-Round Plan.

This plan, after rather brief consideration, was not looked upon with too much favor by the committee largely because of the following factors:

- a) The considerably increased costs involved if the plan were to operate on a year-round basis. It was felt the community would not at the present time be prepared to meet the increased costs.
- b) The shortened school year, if three quarters were to be considered a full year. If, in other words, each quarter were to consist of 60 school days, the full year for students would amount to 180 days. This would mean a summer holiday period of about three months for nearly all students as only a few would take advantages of classes that might be organized during the summer holidays.

2. The Trimester Plan.

This plan, entailing a total school year of 225 days, was also not considered favorably by the committee. Some of the reasons for this were outlined in the committee's progress report submitted early in January to the two school boards.

3. The Two-Semester Plan.

This plan, involving two approximately equal semesters in terms of time put in by students and having the break between the two semesters during the Christmas and New Year's holiday, was favored by the committee. The reasons supporting (a) the semester plan, and (b) the divided year with the split taking place at Christmas and New Year's are noted below under appropriate headings.

Semestering and the Divided Year

Semestering and the divided year are related but there is a distinction between the two concepts. Semestering refers to the practice of organizing the total school program for the year into semesters (in this case two) with each semester having a complete program of compressed and/or uncompressed courses.

The divided school year has reference to how the year is divided. The school year can be divided into two semesters with the split coming at the end of January, or it can be divided with the split coming during the Christmas and New Year's holiday, or it can be divided with the split coming at any other point. If the split comes at the end of January, it is possible to have two equal semesters without changing the present school year scheduled from September 1st to June 30th. If it comes at any other point, it becomes necessary of course, to change the year somewhat.

A semester plan of operation automatically necessitates some method of dividing the school year. A school system that decides, in other words, to adopt a semester plan of operation must next decide how to divide the school year.

The Two Semester Plan of Operation

Advantages.

A number of arguments or advantages supporting the two-semester plan of operation are listed below. An attempt has been made to classify the advantages applicable to senior high students, junior high, and elementary.

With respect to these arguments or advantages, it should be noted that no attempt has been made to base these upon research evidence. Some of the arguments are self-evident and require no further support. Others are based upon views and opinions expressed by teachers and students. Since semester practices are comparatively new in this province, no research projects designed to investigate their effectiveness have been carried forward to our knowledge.

Advantages to Senior High Students

1. It will offer greater flexibility to the principal and staff in scheduling courses and in organizing both the students and teachers for learning.
2. The adoption of the semester plan will necessitate considerable committee work respecting curricular and instructional matters which should prove helpful to students.
3. The compressed or double period courses will require much more planning and preparation. It will be impossible to teach "off the cuff" as might happen at times in shorter periods. A greater variety of instructional approaches entailing use of audio-visual aids, etc., will be necessary in longer periods. This should make for better learning situations.
4. It provides goals for students that are not so remote in time as is the case with the full year. This is particularly true for the compressed courses.
5. Under this plan, with the goals more immediate, students tend to feel a need to work harder.

6. With two or more compressed courses, along with others, offered in each semester, it enables students to concentrate on fewer courses. From previous experience of high school students throughout the province, this practice has generally produced better academic results and a greater measure of student satisfaction.
7. In uncompressed courses, it is possible to introduce shorter and more effective curricular units of work which are based upon the nature of the course rather than on the ten-month school year.
8. Because students tend to favor the semester plan with fewer courses, more immediate goals, and a greater measure of satisfaction with the school situation, higher student morale and a better learning climate develop in the school.
9. It will tend to encourage and facilitate professional improvement of staff members which in turn should produce more effective learning situations for students.
10. Students can reroute or change their programs at the end of the first semester rather than wait until the end of present ten-month year.
11. Students will have an opportunity to enter the school or graduate from it at two points during the year at the end or beginning of each semester.
12. The shorter school term, such as a semester, should tend to discourage certain students from dropping out.

Advantages to Junior High Students

1. All the advantages as listed for the senior high school students would seem to be equally applicable to junior high students. Item (1) should, however, be modified by saying that students would not be expected to graduate from the school system at the junior high level.

Advantages to Elementary Students

1. Points No. 1,2,3,4,5,7,and 9 as noted above for high school students seem to apply, to at least some degree, to elementary students.
2. In addition, the elementary students will have an opportunity to enter school at two points - namely at the beginning of each semester. This assumes, of course:

- That we have room to accommodate the additional students (January intake) for the first year.
- That the district is prepared to meet the costs for additional teachers required for the January intake.
- That the board authorizes a second entry point for beginning students.

Disadvantages.

With respect to disadvantages, it seems difficult to think of convincing arguments that do not support the semester plan of operation. The following points, however, should be noted.

1. To introduce the semester plan there will be a number of problems of adjustment to overcome. However, these will be of an interim nature and should not unduly affect the instructional program and the learning situation for the first few weeks.
2. Transfer of students, in or out, may give rise to some difficulties. To what extent they may be more serious than is now the case is difficult to say.

Extent of Introduction of Semester Plan

The semester plan could be introduced to the entire system and have it apply to all grades. It could also be introduced in stages, such as:

- a) Senior high schools
Junior high schools at a later date
Elementary schools
or
- b) Junior and senior high schools
and later elementary schools.

The Divided School Year Committee is inclined to favor the introduction of the semester plan in a manner which will have application to all grades. It recognizes, however, that its introduction in stages, to the secondary schools first (junior and senior), and later to the elementary schools, may have some advantages.

The Divided School Year.

Once a decision has been made to introduce a two semester plan of organizing the total school program, it becomes necessary to make decisions respecting:

- How the school year is to be divided.
- What grade levels are to be included in the semester plan.

The school year could be divided in several ways. The two most logical would seem to be the following:

- To have the division or split between the two semesters take place at the end of January. This will provide, without changing the present school year, two semesters of equal length, each of five months duration. Most high schools in the province have adopted this type of divided year.
- To have the division or break between the two semesters take place during the Christmas and New Year's holidays. With this division point, to have semesters of equal length, it becomes necessary to start the first semester about August 11th unless some change is made in the length of the school day.

The Divided School Year Committee favors a divided year having the break between the two semesters take place during the Christmas and New Year's holidays. It further tends to favor lengthening the school day by about 30 minutes for the first semester only, thus reducing the first semester by ten days and opening school on August 25th. The dates for the proposed divided school year would therefore be as follows for 1969-70.

Proposed Two-Semester Plan
1969-1970

(School day increased by 30 minutes for first semester only)

<u>FIRST SEMESTER</u>		<u>SECOND SEMESTER</u>	
Teachers report	Aug. 25	Teachers report	Jan. 8
School opens	Aug. 26	School opens	Jan.12
Holidays:		Holidays:	
- Labor Day		- Good Friday	
- Thanksgiving		- Easter Monday	
- Remembrance Day		- Victoria Day	
		Break and Convention	Mar.2-6
School terminates	Dec. 23	School terminates	June 10
Teachers leave	Dec. 23	Teachers leave	June 12
Total school days	83	Total school days	101
Total teacher days	84	Total teacher days	106
Total for the year:			
- School days 184 (Equivalent to 194 regular days)			
- Teacher days 190 (Equivalent to 200 regular days).			

The Divided School Year Committee favors the above plan for the following reasons:

(In the comments which follow, the above plan with the division coming at Christmas is referred to as Plan X. The other plan with the division coming at the end of January is referred to as Plan J).

1. Plan X accommodates all the advantages for semestering as noted under the previous section. This is also true for Plan J.
2. Since the final examinations for the first semester will be scheduled just before Christmas it will permit the staff to make full and profitable use of all available school time up to the last day prior to the Christmas holidays. Examinations could be scheduled up to and including the last day. With Plan J it is more difficult to make full use of the last week with the Christmas festivity spirit already in the air.

3. In Plan J, it is necessary during the month of January to carry on review, prepare examinations, supervise examinations, mark examinations, and to plan and prepare for the next semester. All of these things must be done somewhat at the same time as there is no break between the semesters in Plan J. In Plan X it is possible to do these things in a more orderly fashion and with more adequate time. The marking of examinations and the planning and preparation for the next semester can be done during the break between the two semesters. Some specific time is also allotted to teachers before the students report for the next semester. Plan X, therefore, will enable the staff to provide more effective learning situations for students.
4. It seems to be educationally and psychologically sound to complete a program of studies before a long holiday break and commence a completely new program after the break. Students as well as teachers tend to feel happier about such an arrangement.
5. Through the use of Plan X students will be able to relax and enjoy the Christmas holiday period. They should, therefore, feel ready and happy to commence school at the beginning of the next semester.
6. In the second semester ample time should be available for the staff to carefully counsel and program all students for the next two-semester year. To do this properly considerable time is required on the part of both teachers and students. Plan X provides much more time for this purpose in the second semester than does Plan J.
7. In Plan X teachers are in the schools for a greater number of days than students. This should result in more effective and profitable learning situations for students. The teachers actually put in the equivalent of 200 regular school days which exceeds the average in the past.
8. The extension of the school day by 30 minutes for the first semester only will have the following advantages:
 - a) It will permit teachers to attend summer schools and upgrade their qualifications at either American or Canadian universities. This in turn should have a beneficial effect upon the teaching-learning situation in our schools and should, therefore, prove helpful to students. Under the present school year teachers find it impossible to attend most American universities without suffering loss of pay for being absent during the last ten days of June.
 - b) It will reduce the number of hot and uncomfortable classroom situations which result from the days normally prevailing during the middle of August.

- c) It will enable families to use the greater part of August for holiday purposes if they so desire.

The disadvantages or the arguments against the adoption of Plan X, which places the Christmas and New Year's holidays between the two semesters, would seem to include the following:

1. It disrupts the present school year by starting a week earlier and ending two weeks or so earlier.
2. Additional expense entailed. The additional expense would only apply if it were decided to provide another entry for students at the beginning of the second semester. This expense would apply in the same manner to Plan J and is therefore not unique to Plan X.
3. The longer summer holidays are unnecessary. They do, however, prove useful to teachers in upgrading their qualifications which in turn should prove helpful to students.
4. The extension of the school day by 30 minutes for primary grades seems undesirable. It is possible that for the primary grades arrangements could be made so that their day might not be as long as the others.
5. Additional accommodation required for Grade I intake in January. This would only apply if it were decided to have a January intake and it would be equally applicable to both plans.

Financial Considerations

The introduction of the two-semester plan should not in itself increase the overall costs of school operation. No additional costs will be required:

- a) If the board rules that there shall be no intake of Grade I students in January, and
- b) If the salary cheques to teachers are made payable between the 15th and 25th of each month. This assumes the teachers are in agreement with this proposal.

Summer School

If Plan X is finally adopted, it would seem that consideration should be given to the possibility of establishing some type of summer school for students requiring particular courses for remedial, clarification, enrichment, or acceleration purposes. Classes for such courses could readily be organized if a sufficient number of students registered for them.

Consideration would have to be given to ways and means of financing such classes. For example, should the costs be met by the school district, or by the students through fee assignments, or by a combination of these two methods.

To establish such courses and classes, a survey of the student needs and interests would have to be made during the latter part of the second semes

Divided We Stand

By Louis Burko

DIVIDED we stand . . . provided the school year is split sensibly. Teachers and students do have a divided school year—divided in the most ludicrous manner possible.

The halfway mark in the academic year arrives this week, the last week of January. Its arrival is nothing short of a disaster through which teachers and students alike stumble trying to make examinations, supervise examinations, and mark examinations. There's a lot more to the mid-year mark than mere time.

Atmosphere plays a vital role, too. The teacher must cope with the week before Christmas which starts the whole movement in a period of festivity. Because of the pressure exerted by our commercialized Christmas, the idea of school festers and dies in the minds of the young. Many teachers would agree that the week before December 25 amounts to something of a dead loss where classroom effort is concerned. If the first half of the year ended before Christmas, the examinations could be scheduled so that a positive element might be injected in order to keep the momentum going to the last hour of school.

No one expects immature people to act maturely. As a result, the holiday fever continues to rise even after students return to the classrooms. Fearing a loss of time,

many teachers try to finish a section or a course before the holidays. Revision looms large on the horizon, and going over material again is not the easiest occupation for both teacher and student . . . though it is a necessary one. If the new year began with a new slate, most teachers would be very happy because the practice would be sound educationally and psychologically.

An old English proverb might be quoted here. Never change donkeys while crossing the desert . . . or something like that. That's exactly what we've been doing for years in Alberta.

Right now, most high school teachers have gone through a most ragged, trying month attempting to carry on the job of education against fearful odds. Christmas has come and gone, New Year likewise, the vacation is over, and the revision, examinations and other jobs are out of the way. But the exams have to be marked, recorded and entered while preparations for the second half of the year goes on, too. By Monday next, the classes will be back in the schools again, ready for more.

Nothing could be more mixed up than the academic year through which teachers and students work. Those five days for preparation proposed for teachers in each term of the divided school year seem extremely inviting and they would inject great order into our approach to work.

Semester System Praised

By PAUL ANDERSEN
Herald News Service

CLARESHOLM — Robert Graham, principal of the Claresholm High School, is "sold" on the semester system.

"I like the semester system. I've been teaching for the past 14 years and last year was the first I taught under the semester system and I'm really sold on it. I feel the past 13 years have been wasted." This was his instant reply when asked what he thought of the new system now fully established in the Willow Creek school division in the three high schools at Nanton, Claresholm and Fort Macleod.

"All we are doing in the two semester system is doubling the length of time for each class period from 40 to 80 minutes per day. Any one student is now taking a maximum of four courses per semester," said Mr. Graham. "I think 40 minutes is too short a period of time, especially when you consider lab classes and physical education." There is a better retention of knowledge because a student can concentrate on fewer subjects at a time."

High school principal Andrew Nowicki, formerly of Stavely and now of Fort Macleod, feels the semester system a disadvantage to those students who take time off in the fall to help with the harvesting. These students lose precious time and get behind in the subjects taken in the fall and have a more difficult time catching up than in the old system when the courses were taken over a full year.

STUDENTS FAVOR IT

Students questioned generally favored the semester system as they are not given homework

in more than three or four courses at a time. The longer periods save time as there is less time spent in moving from class to class, said one student.

Hugh R. Ross, superintendent of schools for the Willow Creek division says: "It's working like a charm. The teachers like it and the youngsters like it."

Mr. Ross said the division has begun the non-graded system in the elementary schools from the first to the sixth year and students are allowed to progress at their own speed, removing stigma of failure.

The Grade 12 classes have completed their first semester. They will start writing departmental examinations.

Principal Robert Graham

says this year students were not assigned a homeroom but each student was assigned a locker in which to keep books and clothing. This was made necessary because of the crowded condition of the high school due to centralization. A new academic vocational high school is now under construction and will be completed by next September. There are 250 students in Grades 10, 11 and 12 divided into nine rooms.

Mr. Graham says "our credit system, departmentalization and choice of courses never did lend itself to the traditional home-room organization since no home-room class would be together for all courses chosen.

"Also, the home-room concept, where the roll was taken at commencement of classes both in the morning and afternoon, lent itself to a high rate of truancy on the part of students. They would appear for roll call and then disappear for classes in other rooms. Cross checking for truancy on a daily basis was physically impossible."

Under the new subject-oriented system, each teacher checks attendance in his or her class. Students missing more than eight semestered classes in any subject, without adequate excuse, are liable to loose credits in that subject. The home-room concept lent itself to much unnecessary movement of students and wasted time, said Graham.

The students now go directly to their classes without first going to a home-room for roll call and to pick up their books. This saves from five to 10 minutes each day.

The problem of textbooks scattered about isles of home-rooms is overcome now that each student has his own locker.

Due to lack of enough room in the Claresholm High School, desks have had to be put in halls and the library used as a classroom.

Appendix E

Lethbridge School District No. 51

LETHBRIDGE - ALBERTA

Proposed Divided

School Year

March 1st, 1969

To: Parents.

Re: Proposed Divided School Year

It was thought parents would appreciate receiving an explanatory type of letter briefly outlining the situation as it now stands with respect to the proposed divided school year. This letter therefore, forwarded at the direction of the board, gives attention to:

the reasons for considering a reorganized year; the type of year proposed; some of the advantages and disadvantages related thereto; the costs involved and the situation as it now stands.

WHY CONSIDER A REORGANIZED YEAR

The board established a special committee last fall, having wide community representation, to examine various methods of reorganizing the school year. This was done because the board wanted answers to such questions as the following:

- Several articles have appeared in magazines listing many advantages which might result from a new school year. To what extent would these apply in Lethbridge?
- Semesters in many high schools have proven popular and successful with students and teachers alike. To what extent might this also be true for other grades?
- Winston Churchill is now experimenting with a new type of year. Should this be continued for next year? Should it be applied to other schools?
- To what extent would a new type of school year prove helpful to students?

THE TYPE OF YEAR PROPOSED

The committee considered three possible methods of dividing the school year. Two of these — the four-quarter or year-round plan and the trimester plan — were, for the time being at least, discarded by the committee. It was felt the problems related to them were too difficult to overcome in the immediate future.

The plan proposed and recommended by the committee consists of two semesters with the Christmas and New Year's holidays separating the two, and with the school day lengthened by about 30 minutes for the first semester only in order that the first semester may open on August 25th rather than August 11th.

The lengthening of the school day by 30 minutes for the first semester and delaying the opening to August 25th will serve to solve or meet three situations:

- The desire on the part of many parents to use the greater part of August for holiday purposes.
- The desire on the part of both students and teachers to reduce the number of hot and uncomfortable classroom situations during the hot days in August.
- The conflict existing between the last few days of the university summer school and the first few days of the first semester.

In this plan, which we shall refer to as Plan C (because Christmas separates the two semesters), the opening and closing dates for each semester will probably be as shown in the table below. It should be pointed out that as yet the dates are approximate. The final dates may differ by a few days, particularly in the second semester.

PLAN C (PROPOSED NEW DIVIDED YEAR)

First Semester		Second Semester	
(School day lengthened by 30 min.)		Teachers Report _____	Jan. 5
Teachers Report _____	Aug. 25	Students Report _____	Jan. 7
Students Report _____	Aug. 26	School terminates _____	June 5
School terminates _____	Dec. 23	Teachers leave _____	June 9
Teachers leave _____	Dec. 23	Total School Days _____	100
Total School Days _____	83	Total Teacher Days _____	106
Total Teacher Days _____	84		

Total for the year:

- School days _____ 183 (Equivalent to 193 regular days)
- Teacher days _____ 190 (Equivalent to 200 regular days)
- (The average school year now is about 195 days)

In addition to the two semesters as noted above, it should be pointed out that consideration is being given to the operation of a summer school which would have classes for remedial, enrichment, or acceleration purposes. Such classes could be organized if a sufficient number of students were interested and the parents were prepared to encourage attendance. It is believed the necessary teachers to operate such classes could be obtained. The question of financing such classes would have to be given further consideration.

SOME ADVANTAGES AND DISADVANTAGES

(In the comments which follow, the above plan is referred to as Plan C. The plan now in effect at the L.C.I. and many other high schools is referred to as Plan J because the division between the two semesters comes at the end of January.)

Following are a Few Advantages:

1. Plan C accommodates all the advantages usually associated with semestering. This, however, is also true for Plan J. Perhaps the main advantage of semestering is that it permits greater flexibility in planning programs, courses, and activities for students.
2. Plan C will schedule final examinations just before the Christmas holidays which should promote maximum study and application up to and including the last day.
3. Plan C will provide much more time than Plan J for marking examinations, making reports, and preparing for the next semester. This should make for better learning situations.
4. Plan C provides more time in the second semester than Plan J to properly counsel all students and help them in planning their programs for the next school year. This is an important consideration.
5. It seems educationally and psychologically sound to complete a program of studies before a long holiday break and commence a new program after the break. Plan C permits this to a greater extent than Plan J.
6. To have the plan applicable to all grades will facilitate overall planning and preparation for not only the school system but also individual families.

A Few disadvantages seem to be:

1. It disrupts the present school year by starting a week earlier and ending three weeks earlier.
2. The longer summer holidays are unnecessary. They would, however prove useful to many teachers in upgrading their qualifications which in turn should prove helpful to students.
3. Extending the school day by 30 minutes in the first semester may not be desirable for primary grades. It is possible that some special adjustments could be made for the primary grades. However, in many other countries where the school day is longer no ill effects have been reported.

THE COSTS INVOLVED

The adoption of Plan C will not entail additional costs to the school district. If, however, the board should decide to permit another group of Grade 1 students to enter in January, some additional funds will be required to cover the salaries of about ten teachers who will take over the January intake of students numbering about 250. It is possible we may be able to arrange for additional grants from the Department to cover most of these costs.

It should be pointed out that a second entry of Grade 1 students will, of course, depend upon the availability of space. It is possible this may have to be delayed for a year or two.

THE SITUATION AS IT NOW STANDS

The situation respecting the proposed divided school year now stands as follows:

1. The board has approved the plan in principle on an experimental basis, subject to clearance from the Department of Education and the satisfactory solution of administrative and operational problems.
2. The plan has been approved by a large majority of the teachers on an experimental basis.
3. It is believed the plan meets with the approval of the majority of the parents.
4. The plan has been submitted to the Department of Education for due consideration and approval on an experimental basis for at least one year. Departmental or Ministerial approval is required since the plan departs somewhat from the regular school year.
5. The plan, if approved, will be carried forward on an experimental basis for a year or possibly two. If it does not prove successful and desirable, the district could readily revert to the present school year or any other plan.

Although departmental approval or disapproval has not yet come to hand, it is expected that such will be forthcoming within the next week or so. Meanwhile, should any parents have particular views to express, or questions to ask, please feel free to write or phone (327-4521) at your convenience. We shall be pleased to have your views and to give them serious consideration.

Sincerely,

O. P. LARSON,

Superintendent of Schools.

STRIKES

today's monstrosity, tomorrow's dinosaur?

by R.P. Riggin

Vice-President, Corporate Relations
Noranda Mines Limited

Most thoughtful people would agree that a strike is not a very civilized way to settle a dispute between an employer and his employees. As the alacrity, frequency and severity with which the strike weapon is used grows — and it is growing — this belief is bolstered substantially.

A recent "WIZZARD OF ID" comic strip goes like this:

Court Counsellor (approaching King on throne): "Sire, some agitators just burned down the post office."

King: "Anyone hurt?"

Counsellor: "No, the mailmen are all at home having a sick-in."

King: "Then send in the troops!"

Counsellor: "The troops are picking up garbage until the sanitation workers return."

King: "Gads! The whole kingdom is going down the drain!"

Counsellor: "I hope not — the plumbers walked out this morning."

While it is good that we can still manage a chuckle at a humorous take-off on what is occurring in real life, the sad fact is that the events portrayed in the comic strip could have appeared just as well in the news columns of the same newspaper.

Canada lost 7.7 million man days in strikes last year — a record by far. Previous highs were about five million in 1966 and 1968. It is discouraging, to say the least, to contemplate what the box score will look like at the end of this year when it is realized that bargaining takes place for approximately 900,000 of the 1.6 million union members under the wing of the Canadian Labour Congress.

Traditionally, labor relations experts have adhered to the proposition that the privilege to strike is an integral part of the collective bargaining process. It is presumed that meaningful negotiations will not take place unless the possibility of a work stoppage exists. While I do not subscribe fully to this, it does have sufficient validity that any examination of the use of the strike weapon should not be divorced from a look at the whole process.

Collective bargaining worked relatively well in the past, — what has changed? What adjustments are needed to revive it

as a viable institution? And if it continues to fail the public interest, what might replace it?

IMBALANCE OF POWER

It is crystal clear that a balance of bargaining power no longer exists between employers and unions. All major key sectors of the economy are highly unionized by a handful of powerful monopolistic unions which can write their own ticket to a significant extent. And they do this despite high levels of unemployment and with arrogant disregard for pleas for wage restraint from governments and others. Monopolies are inherently bad — in unions as elsewhere — and they must be regulated, if not curtailed, in the public interest.

Today's striker is in quite a different position from his counterpart of yesteryear. He has assets. He is paid substantial strike benefits in many cases. Credit is readily available as are benefits under government hospital, medical and other schemes. He is more mobile than his father was and some of the younger people don't see any particular virtue in steady work anyhow. It is not my purpose to venture a judgment on any of these developments, particularly the last one. I simply point them out as being important factors in the shift of the balance in collective bargaining. We are bound to acknowledge that, for most individuals, expenditures rise to meet income or exceed it and a little more debt incurred for one reason or another — such as a strike — is not unduly upsetting. After all, for the past 25 years, times have been good and most of us have been able to work out of temporary financial difficulties. Is this why an Inco employee, after being on strike for over three months at Sudbury last year, would go for a car dealer's offer of \$200 cash to the striker and three years to pay for the new 1970 car with the first payment delayed until after his return to work on termination of the strike whenever that would come about? A striker rarely loses his job in this day and age regardless of the length of the jobless rolls. Although permitted by law, it is a practical impossibility for the vast majority of major companies to carry on production operations during a strike. The Inco striker and the Sudbury car dealer both knew that the former

would not lose his job.

Some corporations have grown to be financial giants with a diversity of operations. This superficially suggests that their bargaining power with the unions is enormous. However, the facts are that, more and more, various operations in our economy or in an industry or, indeed, within a single corporation are so interdependent on one another that a strike at one often has substantial impact elsewhere. Only a relatively small number of employees may be involved in the actual labor dispute but the overall impact can be devastating. A strike by a few plumbers can shut down a \$100 million project, a tug boat strike can almost paralyze a whole province, and so on. I suggest that this development was not foreseen when our collective bargaining legislation with its presumed balance of power was first laid down.

Also unforeseen were the enormous amounts of capital which would be required for investment in new projects. Obviously, costly facilities cannot sit idle for very long without highly damaging results. For example, capital invested for each job created in the two newest mines in the Noranda Group is \$218,000 at one and \$240,000 at the other; at our pulp mill, each job required an investment of \$122,000.

These, then, are some of the more important developments which have created the vast imbalance in power which lies at the very heart of our collective bargaining system which, as I have indicated, is functioning rather badly.

BUREAUCRACY

There are additional reasons why the system is breaking down. There is ample evidence to indicate that confidence, direction and guidance within several union structures and within organized labor generally has collapsed to the point where management frequently does not know with whom it should really bargain. This breakdown persists even to the level of the local union where, when an agreement is made at the bargaining table, it is turned down by the union membership, about 15 per cent of the time. Thus far in 1970, the Noranda Group has already had five rejections of bargained settlements and two of these resulted in strikes at major operations. Isn't it probable that many union members see their union as a huge bureaucratic institution in the same way that they view big business and big government?

It would be statesmanlike for leaders of the Canadian Labour Congress to confess that they wouldn't agree to a program of voluntary wage restraint because the CLC wouldn't be able to get individual unions to go along which, in turn, wouldn't be able to get their unions to go along, which wouldn't agree to sell the idea to the membership. Such a frank admission would at least have the virtue of focussing attention on a real problem, thus permitting appropriate solutions to be explored. At the moment, all we hear from labor leaders is rhetoric that large wage increases (currently running at an annual rate in excess of 9 per cent) are not a major factor in the inflation we suffer. From one American union leader, we even had the arrogant pronouncement that his union would be no more responsive to the pleas for restraint of the Canadian Prime Minister than it would be to those from President Nixon. This was Walter Reuther, late president of the United Automobile Workers. On his recent death, Chrysler's vice-chairman said "It's taken a strong man to keep this situation under control. I hope that whoever his successor may be, he can exercise equal internal discipline." Doubtless his point is well taken, but it is shocking to realize that an apparent ability to keep the lid on revolt in the union membership is the overriding criterion for union leadership.

Membership rejection of negotiated settlements creates serious problems for unions, managements and governments alike. It is one of my sad disappointments that no government has seen fit as yet to initiate tripartite efforts to solve this vexing and common problem.

Another development which has mitigated against proper functioning of the bargaining process in the private sector has been the granting of the strike privilege in the federal public service and in some provinces. Government is the embodiment of all the people. It cannot move away, it cannot lock out its employees and it is not a business organized for profit. Thus, the conventional notion of strikes as a test of economic strength does not apply. A strike against government becomes an interference with the political process and is an effort by one section of the public to misuse monopolistic control of a specific service (the postal service is a good example) as a weapon with which to bring the entire community into submission. The unions say of the government, let's squeeze as much as we can from the lemon. In Mr. Trudeau's words, "the juice doesn't come from my pocket but from the public." U.S. Labour Secretary George Shultz has said, "a person who chooses to work for the government accepts a special responsibility to the national interest ... striking against the government — and against the public order the government is constituted to uphold — is not a right; it is a wrong."

About the author: *Robert Peter Riffin, a native of London, Ont., is a graduate of the University of Western Ontario and Osgoode Hall Law School, Toronto. He joined Noranda Mines Limited in 1954, was appointed director of industrial relations in 1958, director of industrial and public relations in 1961, director of corporate relations in 1963, and vice-president of corporate relations in 1966. Mr. Riffin is a member of the Labour Relations Committee of the Ontario Mining Association, a member of the Ontario Union-Management Council, and is 1969-1970 chairman of the Canadian Chamber of Commerce Employer-Employee Relations Committee.*

Time and again, it has been demonstrated that a politician is in no position to handle crisis bargaining which may end up in a strike which will play havoc with essential tax-supported public services.

All strikes in the public service should be prohibited and the sooner, the better. Such a prohibition would clearly be in the public interest which, to my mind, includes a workable system of collective bargaining in the private sector.

It has been argued that civil servants should be permitted to strike because they'll go on strike regardless of the law. Recently, an official of the Canadian Union of Public Employees said, "Maybe it's time we defied that stupid law." He was referring to an Ontario law which prohibits employees of homes for the aged from striking and unresolved disputes are referred to arbitration by an independent third party. Laws are to be observed and we don't change laws simply because

they are broken — we punish for the violation. That is the way it is supposed to work in a civilized society. But unions and union conduct often appear to fall under other unwritten rules. Failure to enforce our existing labor laws must shoulder much of the blame for the suspect position in which collective bargaining and use of the strike weapon find themselves.

Bargaining and use of the strike weapon are coming under fire in another way. There is a widely held presumption in industrial relations that all is in good order and that the public interest is best served if management and labor resolve their own problems by themselves as they see fit. This presupposes that the first priority is a private and peaceful settlement. Concern for the longer range impact of the settlement on the rest of the economy and society is effectively submerged in this self-interest approach by the parties.

"EXPORTS TENSIONS"

In the view of John Kenneth Galbraith as expressed in an address in Ottawa last fall, conflict in the heartland of the industrial system has been extensively absorbed by the system where differences are resolved by raising the price of labor and by raising the price of the product. In a buoyant economy, this usually leaves both the employer and employee better off than before. But, Galbraith says, this simply exports tensions from the industrial heartland to the public sector and to those other areas of society where incomes respond slowly to the inflation which has been created. Professor Galbraith went on, "Does this analysis not mean that even at the cost of more trouble, even anguish, in the industrial heartland we should stop this export of inflation and tension to the rest of the economy? I believe this is so. And I believe it must come. It means some system of wage and price restraint where ever strong unions bargain with strong employers in a strong market."

If Professor Galbraith is right, then the strike in major industry is doomed for a trip to the garbage can.

While we habitually think of labor disputes as being between unions and managements — and this is true in the direct sense — nonetheless, the real social fight is between the big powerful unions which can dictate inflationary settlements for their members and the poor and disadvantaged people and those such as old age pensioners who suffer greatly from spiralling prices — a point effectively made by Professor Neufeld of the U. of T. in an address last December in Toronto.

Some managements are beginning to accept the challenge that they must create a healthy climate in which the work place of each employee can be more career orientated rather than job orientated and, hence, much more relevant and meaningful for him as an individual. Few union leaders admit that some of their own problems stem from the fact that many employees, particularly the youthful ones — their union members — consider work as a drudge and a drag. This should not be surprising, — union leaders are convinced that collective bargaining is the total answer. Of course, collective bargaining was not designed with the purpose in mind that the individual's attitude to his work was important or that this attitude or lack of it would have such an apparent impact on labor relations. If anything, bargaining probably does much to hinder development of healthy job attitudes. Perhaps this is why simply piling on more money does not avoid or settle strikes as it usually did in the past.

It is little wonder that there is a crisis of confidence in our present industrial relations system. One would suspect that those of us on both sides of the bargaining table who want to

see a workable system survive, would be devoting our attention and efforts to solutions.

So what transpired at the recent CLC Convention in Edmonton? No time was devoted to solving the many problems of collective bargaining. A week was spent debating social action programs, political activity and vilifying the efforts of the Prices and Incomes Commission. And the usual roar of approval was reserved for the perennial echo of the "dirty thirties" speech by Tommy Douglas who is still talking about those industrial and financial tycoons who put the working man in chains while they continue to pick his pocket. Surely it is saddening to see this archaic nonsense take the place of a constructive attack on some of the problems of collective bargaining which, after all, is a union's first order of business.

ON TRIAL

Whether organized labor wants to believe it or not, collective bargaining in Canada is definitely on trial. The public is fed up and immediate improvements are needed if it is to be allowed to subsist. What are some of these?

Pending needed changes, our existing labor laws must be enforced. Unlawful conduct in support of unions and strikes should not be exempt.

Union monopolies should be curtailed. Union power over union members should be diminished. Times have changed so much that Mr. Douglas' comment about the working man in chains is now applicable to some unions. The union member requires a bill of rights for protection against his union. An ombudsman appointed by union leaders from within the union, as endorsed by the CLC recently, is surely an attempt to smokescreen the real need.

If one of the measures required to help restore the balance of power is a law to curtail use of the strike weapon, then so be it. Let's get on with it before more serious damage is done. Hopefully we are not yet too late.

A settlement made in good faith at the bargaining table should be made to stand.

There will have to be more intervention in labor disputes with government power to order cooling off periods, fact finding enquiries and a host of other intervention processes which promote and encourage peaceful settlements but not settlements at any price. The public interest demands that settlements accommodate themselves to national goals established for the good of all society.

If measures such as these do not bring our industrial relations system back to an even keel, then the public will rightfully require that it be abandoned and replaced by some other system. In such an event, it seems probable that the new system would involve some kind of compulsory arbitration of wage disputes. In my opinion, arbitration need not stultify meaningful collective bargaining. For example, a requirement that the arbitrator accept in toto the last best offer of either one party or the other would effectively encourage a company and a union to put its best foot forward without running the risk of having the arbitrator cut the baby in half, as the saying goes.

It is sometimes forgotten that collective bargaining and the strike are not rights. They are not Holy Writ. They are privileges granted by law and they can be taken away by our lawmakers.

With maturity, statesmanship and realism, we can voluntarily relegate the strike to tantamount extinction. If we continue on our present course, legislation will shove the strike into the graveyard with the dinosaurs.

PROFESSIONAL DEVELOPMENT POLICY

Lethbridge School District #51.

In view of the new trends and developments which continue to take place in the field of education, the Board of Trustees encourages school personnel, both teachers and administrators, to become fully acquainted with these new ideas and developments by attending conferences, seminars and taking classes designed for this purpose.

Educators granted leave under the terms of this policy must also recognize, in return, their responsibility to the District and to the profession and should be prepared to submit, a very brief report of the proceedings where the District accepts part, or all, of the responsibility for financing their attendance. Form and nature of report shall be determined in advance.

It should be noted that the District has certain budgetary responsibilities to consider regarding attendance at such conferences, seminars and courses and, therefore, the Superintendent (or Director of Curriculum and Instruction) shall reserve the right to limit the number attending any single conference, seminar or course on financial grounds or because he deems it to be of questionable value to the system as a whole.

In particular, the board encourages teachers:

1. To participate in various in-service meetings (committee and staff) which may be held from time to time during the year which are designed to clarify new developments.
2. To attend and participate in teachers' institutes and seminars authorized by the board.
3. To attend, during the school year, special conferences and seminars sponsored by recognized authorities outside the school system.

The following conditions shall apply:

- Attendance during school days must be approved by the Director of Curriculum and Instruction. Special application forms should be completed. These are available in each school.
- Leave of absence, when necessary, to be granted with pay. (It should be understood that for conferences held in Alberta, leave for travel is not normally considered necessary).
- Registration fee to be paid by the board. Membership fees will not be paid by the board.
- Transportation expenses will be paid by the board based on the availability of transportation and the type necessitated for a particular conference, using the following guidelines:
 - For 1 person: economy air fare or 6¢ per mile.
 - For more than 1 person: 12¢ per mile for 1 car. (Where numbers indicate more than 1 car is required, the rate of 12¢ will apply per car for as many cars as required). Mileage as per chart.

- Transportation costs to approved seminars outside Alberta are not to exceed such costs from Lethbridge to Edmonton.
 - A per diem allowance of \$12 for each day necessitating overnight accommodation.
 - Maximum costs (fees, transportation and per diem allowances) for the calendar year, for those participating under this section of the policy - \$3500.00.
4. To attend university or other courses or summer workshops which have a direct bearing upon the instructional program carried forward by the teachers concerned.
- Such courses or workshops will not carry credit towards a degree. During the school year they are offered outside of regular school hours.
 - The board will pay half the tuition fees for such courses provided they are approved by the Director of Curriculum and Instruction. Appropriate application forms should be completed.
 - Maximum expenditures for such courses or workshops during the calendar year shall not exceed \$2500.00.

NOTE: The board reserves the right to send, at any time, selected teachers on special courses or programs at its own expense.

Revised Form,
Approved & Adopted,
November 24th, 1970.

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<u>MILEAGE AND RATES</u>				12¢	6¢
Lethbridge - Medicine Hat		210 miles		\$25.20	\$12.60
" - Calgary		274 "		32.88	16.44
" - Red Deer		456 "		54.72	27.36
" - Edmonton		648 "		77.76	38.88
" - Banff		428 "		51.36	25.68

- 12¢ per mile will be paid where two or more travel per car.
- 6¢ per mile will be paid where single travel occurs.
- Economy Air Fare will be paid for 1 day attendance at conferences.
- Overnight accommodation will not be paid where the person can be sent to a conference by air. Please refer to the following clause in the policy statement:

"Leave of absence, when necessary, to be granted with pay.
(It should be understood that for conferences held in Alberta, leave for travel is not normally considered necessary)."

NOTE:

For information purposes, it should be pointed out that the provisions of the Professional Development Policy were not intended to cover all the expenses that might be incurred by those attending. It was felt that teachers should be willing to absorb a small portion of the costs as a means of showing some responsibility for their own professional development.

MEDICINE HAT SCHOOL DISTRICT NO. 76

POLICY HANDBOOK -- SECTION A

PROFESSIONAL DEVELOPMENT OF SCHOOL PERSONNEL

In view of new trends and developments which continue to take place in various areas of the school program, the Board of Trustees encourages school personnel to become fully acquainted with new developments and to include as many of these in the regular instructional program as may seem desirable and feasible.

In particular the Board encourages teachers:

1. To participate in various in-service meetings (committee and staff) which may be held from time to time during the year and which are designed to clarify new developments.
2. To attend and participate in teachers' institutes as authorized by the board.
3. To attend during the school year special seminars sponsored by recognized authorities outside the school system. The following conditions shall apply:

-- Leave of absence granted with pay.

-- Transportation:

-- 50% of the allowance as set forth in the policy statement "Expenses Incurred on School District Business". This policy provides -- the necessary fare when travel is by public carrier, or alternately, if a trustee or staff member makes use of his own automobile, he shall be reimbursed at the rate of 12¢ per mile. (Where several are involved, teachers are encouraged to show concern for the school district's budget by travelling in groups of 2, 3 or 4 in one car. Public carrier might be preferable on longer journeys.)

-- Maximum released time for the year -- 90 days for entire staff.

-- Maximum transportation costs for the year -- \$1,000.00.

-- Applications to be submitted to the Superintendent of Schools.

Note: The conditions noted above do not apply during holiday periods.

4. To attend, under the following conditions, summer workshops or university summer sessions which offer non-credit courses emphasizing recent trends and developments in specific subject areas.

- These are courses which will not carry credit towards a degree and are usually of two, three, or four weeks duration.
- Bursary available -- \$50.00 per week up to a maximum of four weeks.
- A maximum of fifteen bursaries under paragraph 4 will be granted, it being understood that these bursaries will not be transferrable to credit courses.
- Obligatory service with Medicine Hat School District No. 76 for one year is required following the summer session.
- Deadline date for application for summer bursaries is June 1st.

5. To attend, under the following conditions, university summer sessions to take credit courses emphasizing recent trends and developments in specific subject areas or to fill specific staff needs for the system.

- At any University during the summer session a bursary of \$200.00 is available.
- Leave with pay is available up to ten days for the last ten teaching days of June, but in this case, \$20.00 per day will be deducted from the \$200.00 for each of the ten days required for early registration at the selected University.
- Not more than ten bursaries will be granted under this section.
- Subject areas which apply will be named by the Selection Committee during the month of January each year.
- Obligatory service with Medicine Hat School District No. 76 for one year is required following the summer session.
- Reimbursement will be based upon the claim received from the teacher with the fee statement enclosed and the title of the courses taken.
- Deadline date for application for bursaries for credit courses is April 1st.

6. To attend, under the following conditions, the regular university session, with the view of taking a year's training in subject areas considered necessary to the school district.

a) Vocational bursaries approved by the Board:

-- Leave of absence without pay.

-- Bursary amounts:

With dependents -- Approximately \$5,000.00

No dependents -- Approximately \$3,000.00

Part of this will be paid by Canada Manpower Center. Applicants should examine Circular Letter #60 dated September 24th, 1969 from Director of Vocational Education, Department of Education, Edmonton.

b) Other bursaries approved by the Board.

-- Leave of absence without pay.

-- Bursary amount: \$1,000 for the academic year.

c) Obligatory service with Medicine Hat School District No. 76 of two years required following year's study.

d) Maximum number -- 3 bursaries in any one year.

e) Deadline date for submitting applications -- February 1st.

- Note:
- 1) The Board reserves the right to support at any time any selected teacher or teachers on a special course, seminar or workshop at its expense.
 - 2) Immediately after the deadline date referred to, the Selection Committee consisting of a board representative (chairman of personnel committee), an ATA representative, the Superintendent and Deputy Superintendent, shall meet to consider and approve applications submitted under clauses (4) and (5) above. Criteria are to be determined by committee.
 - 3) The provisions of this policy shall not apply to personnel who are on sabbatical leave.
 - 4) Professional services to pupils must be recognized when professional development activities involve absence from staff duties.

Revised & Adopted:
March 23rd, 1970.

Lethbridge School District No. 51

TEXTBOOKS & INSTRUCTIONAL

SERVICES POLICY

Basic Premises

This statement, developed in cooperation with the principals as well as the Coordinating Committee, is designed to set forth some guidelines and directions respecting fees to be levied for textbooks, instructional supplies and services. The statement is based upon such fundamental premises as the following:

1. In a school system the Board of Trustees is the only legal entity or body vested with the authority to impose charges for books, equipment, supplies, services, etc. provided by the district.
2. Section 65 of the School Act stipulates that the Board of Trustees shall set forth such regulations as may be necessary for the proper and effective operation of the schools. (In this case, before the statement was prepared and promulgated, school personnel, particularly principals, were suitably consulted.)
3. The board has some obligation to provide books, supplies, etc., to students at an economical rate. A textbook rental plan will enable students to obtain books at about one-third the normal cost. Centralized tendering and purchasing will also produce further economies.
4. The School Act provides that the Board of Trustees shall ultimately be held responsible at the local level for the operation of individual schools as well as the system as a whole.
5. A uniform and adequate fee schedule for students in each level (elementary, junior high and senior high) will serve to protect teachers as well as the board from criticisms and complaints which may result from a wide variation in fees from one school to another.

6. A uniform fee structure in each level, imposed by the board, will serve to assure parents that due consideration has been given to the costs involved as well as the needs of the total instructional program.
7. The board has a responsibility to provide all students with equal opportunities for learning, insofar as this is possible, regardless of the school attended and the courses taken. Students in specific courses should, therefore, not be required to pay special fees.
8. The principal and his staff in each school shall be free to spend the money collected for textbooks, supplies and services as they may see fit. However, the first call on fees collected for textbooks must be reserved to meet the costs of such books.

Fee Structure

1. Basic Fee Schedule:

All student, at each school level, shall be required to pay a flat fee per annum for texts, materials, and services provided by the schools. Students attending one semester only shall be required to pay half the annual rate. The rate may vary from one year to another because of inflationary developments, extent of materials and services required, etc. The fee schedule shall be reviewed each year. For 1971 the schedule of fees, as developed with the principals, shall be as follows:

a) Elementary - Grades I - VI

Textbooks	\$1.50
Workbooks	3.00
Inst. Supplies & Services ..	<u>2.50</u>
Total	\$7.00

b) Junior High - Grades VII - IX

Textbooks	\$3.00
Inst. Supplies & Services ..	<u>5.00</u>
Total	\$8.00

c) Senior High - Grades X - XII

Textbooks	\$11.00	
Caution Fee	5.00	
Inst. Supplies & Services ...	6.00	\$22.00

Senior high school students are to be charged a Caution or Deposit Fee of \$5.00. This fee is necessary to ensure the safe return of the expensive set of textbooks loaned to students. The unused portion of the fee will be refunded to the student either upon request at the end of the school year, or upon his final departure from the school.

2. Special Fee:

Principals and staff desiring to provide additional activities or services beyond the minimum or basic requirements of the school curriculum are authorized to levy an additional fee on all students to cover the costs involved provided the following conditions are met:

- a) That the parents, by means of a special circular letter addressed to them, are adequately acquainted with the proposed activities and the fees required. There should be attached to the letter a "reply form" which the parents could use when responding.
- b) That a majority of the respondents approve the fees required.
- c) That the central office is notified of the proposed fee and the approval or disapproval of the parents.

Operating Regulations

1. Collection of Funds and Accounting.

a) For the Basic Fee Schedule:

- All schools shall issue receipts (provided by the district) to students for all funds collected.
- Copies of the receipts and all funds collected shall be forwarded to the Secretary-Treasurer for crediting to the school's account.
- The Secretary-Treasurer shall make payments from the fund as per requisitions or directions from the principal or his designate.
- The Secretary-Treasurer shall every two weeks (or three) provide the principal with an up-to-date statement of the balance in his school's account.

- The Secretary-Treasurer shall be responsible for all accounting procedures.

b) For Special Fees:

- All schools shall issue receipts to students for the funds collected.
 - The Funds collected shall be retained in the schools and administered by school officials.
 - Proper accounting procedures shall be maintained and the accounts, including all receipts and expenditures, shall be audited at the end of each year by the board's auditor. Copies of the audited statement shall be made available to the board and the principal.
2. The principal, or his designate, in each school will complete arrangements for storing, distributing and collecting textbooks and supplies, maintaining suitable records, etc. The clerical staff provided the schools should prove helpful in this regard.
 3. Students in Industrial Arts, Home Economics, Arts and Crafts and Vocational Areas who produce special projects to be taken home shall be required to pay for the cost of the materials used. Funds collected shall be receipted and forwarded to the School Board Office for credit to the school's account.
 4. With respect to field trips, schools that find the funds allotted by the district are insufficient to meet the costs and that have no surplus funds in the instructional services account, may charge a small fee to meet the costs only. The teacher collecting the funds shall be accountable to the principal for all receipts and expenditures.
 5. The charge for instructional services noted above include, in the case of junior and senior high schools:
 - a) Replacement of lost and damaged articles.
 - b) Charges formerly made for special subjects or required courses.
 - c) Locker rental. d) Towel Service (Sr. High)

In the case of elementary schools the charges are designed to cover costs of minor supplies and services.

6. Dictionaries and Atlases shall be included in the instructional materials or supplies made available to students by the schools.
7. The board shall continue to make available to each school a sum per pupil to take care of such expenses as may be incurred in the operation of the school. These will include office supplies, paper, equipment, etc.
8. Materials for programs such as those related to the Library, Art, Music, Physical Education, and Language Arts will be supplied as in the past through the budgets of the central office supervisory personnel.
9. Items not included in the fee schedules referred to above are:
 - a) Items normally covered by student union fees such as:
 - Student Council fees.
 - Yearbooks.
 - Student Newspapers.
 - Graduation banquet, dances, etc.
 - School pictures.
 - b) Student supplies such as:
 - Looseleaf binders and paper.
 - Geometry sets.
 - Gym suits (running shoes, shorts, tops)
 - Ball point pens.
 - Water colors and colored paints, etc.
10. Within the limits of the total funds collected, the principal and his staff are free to determine their school's priorities and to spend the funds accordingly. Funds collected for textbooks, however, have first call for application to the textbook rental account.
11. The band program necessitates certain unique arrangements because of the nature of the equipment required. The large pieces of equipment are owned by the district. Some of the smaller pieces are also owned by the district and loaned to students on a rental basis for the

first year or as a means of encouraging students to participate in band activities. As the interest increases and as they become more certain about the type of instrument they would like to play in the future, they are encouraged to purchase their own piece of equipment. In view of the above, the following conditions shall apply with respect to the band program:

- The larger instruments and a limited number of smaller pieces shall be provided by the district and loaned to students at the rate of \$1.00 per month per student. Five dollars, therefore, may be collected by the band director from each band student for each semester. In the case of students who are unable to pay the fee the Secretary-Treasurer shall be notified. The board may absorb such costs.
 - Receipts shall be issued to students for the funds collected. All copies of receipts and funds shall be forwarded to the Secretary-Treasurer for crediting to the general music account.
 - After the first year of band participation by a student, or earlier if possible, the student shall be encouraged to purchase his own instrument.
12. Principals who find it impossible to collect, within a reasonable time limit, certain student fees should submit the students' names and addresses to the Secretary-Treasurer. If it is found the students are unable to pay the fees, the board may give consideration to absorbing the costs involved.
13. No additional charges shall be levied on students or parents other than those authorized by this policy statement.

Approved & Adopted,
January 12th, 1971.

Policy No. B-13
Revised

APPOINTMENT of PRINCIPALS

Lethbridge School District No. 51

The Principalship

1. The principalship is a cluster of functions which are best realized through the efforts of several administrators, supervisors, and teachers.
2. "As the principal, so the school" suggests that what a principal does or fails to do is felt in homes as well as in classrooms and corridors of a school. He influences the quality of instruction, relationships between people, acceptance of or resistance to change, morale, and efficiency of general operation.
3. In order that the many functions may be suitably carried forward, the principal must be an evaluator, a facilitator, coordinator, and change agent. He must possess the necessary training, experience, and personal qualities which will enable him to serve as a stimulator and leader capable of moving organizations and people in a desired direction. This implies that the talents of the principal in working with, and coordinating, an administrative or professional team toward the achievement of goals and the improvement of the total teaching-learning situation become a prime requisite.

Responsibility for Selection

It is declared unequivocally by the Board of Trustees as well as by the Coordinating Committee that the responsibility for the selection and assignment of principals shall rest in the superintendency and the board. That is to say, it shall be the responsibility of the superintendent, in consultation with other professional personnel in the system, to select persons for recommendation to the board for appointment as principals. The Board of Trustees, in accepting or rejecting recommendations, has the final responsibility.

There are at least two reasons for fixing the selection responsibility at this point in the school system:

1. It is in accord with the board's well-established principle of operation which provides that the board's prime concern is the formulation and adoption of policies which will serve to guide administrative personnel as they attempt to carry out their responsibilities.
2. It is consistent with the demands made upon the superintendent as the chief executive officer. As in other large and complex organizations, the chief school executive depends on those in subordinate posts to fulfill operational objectives. Since the superintendent is held accountable for the quality of the administrative team effort, it follows, therefore, that he should have authority to recommend to the board, after consultation with appropriate professional personnel, all appointments to the administrative team.

Criteria for Principal Selection

1. The criteria for the selection of principals will, to some degree, depend upon the job description for each school. They may, therefore, vary slightly from one school to another.
2. The following criteria or factors frequently used in principal selection will normally, be given attention by the criteria committee. The factors listed are not necessarily in order of priority.
 - Training including breadth of both general and specialized knowledge.
 - Experience.
 - Human relations skills.
 - Command of language and ability to articulate thoughts.
 - Dependability and drive.
 - Emotional stability and other characteristics of personality.
 - Likely administrative behaviour or creativity.
 - Interests.
 - Physical fitness or health.

3. A Criteria Advisory Committee shall be appointed by the superintendent for each principalship vacancy. This committee shall be responsible for developing a special set of criteria for the particular principalship under consideration. The superintendent shall submit this set of criteria to the board for consideration and final adoption.

Membership on the criteria advisory committee shall usually include the following:

- Superintendent of Schools
- Director of Personnel.
- Director of Curriculum.
- Director of School Services.
- A school principal (Elementary or Secondary as the case may be).
- One teacher from the school concerned.
(Every effort shall be made by this person to obtain the views of the staff and to act as its representative on the committee).
- One consultant from the Department of Education or the University.

Whenever possible the committee will solicit from the current principal of the school a brief job description of the particular position as he sees it.

Principal Selection Procedures

1. Every effort shall be made to obtain "the right principal for the right school" or, in other words, the man who can best meet the criteria adopted by the board. Vacancies shall, therefore, be advertised both inside and outside the school system.
2. Other things being equal preference shall always be given to applicants on the Lethbridge Public School Staff.
3. A Selection Advisory Committee shall be appointed by the superintendent for each principalship vacancy. This committee shall be responsible for screening and evaluating the candidates in terms of the criteria adopted for the vacancy. The members on this committee shall be personnel who possess the experience, preparation, and insights necessary to discharge such responsibilities in an effective manner.

Membership on the Selection Advisory Committee shall normally include such personnel as the following:

- Superintendent of Schools.
 - Director of Personnel.
 - Director of Curriculum.
 - Director of School Services.
 - Two outside consultants from the Department of Education and/or the University.
4. After giving full consideration to the findings of the Selection Advisory Committee, the superintendent shall submit to the board the name of the person recommended for appointment. The board, of course, has the right to accept or reject this recommendation. If rejected, the superintendent shall be asked to submit other recommendations for consideration.

NOTE: Credit is given to the following sources for many of the ideas and practices included in this policy statement:

1. "The Right Principal for the Right School", produced by the A.A.S.A. Committee on the Selection of Principals.
2. "Administrative Personnel", a position paper prepared by Drs. Mowat, Holdaway, and Mackay of the University of Alberta for the Alberta Commission on Educational Planning.

Approved & Adopted
October 27th, 1970.

Grande Prairie School District
Policy: referred to in collective agreement.

PAGE 58

Subject to the provision of the School Act and regulations that may be from time to time established by the Department of Education the Board shall make every possible provision for the involvement of the District's teaching staff in the formulation of educational policy for this District.

In consultation with the teaching staff of the District the Board shall make provision for the establishment of various committees and procedures by which the teaching staff may, subject where necessary to the statutory authority of the Board and not in conflict with those items contained in the collective agreement, provide advice and guidance over matters of an instructional and professional nature.

The committee so established shall provide the necessary channels to facilitate full communication between the Board, the administrative staff and the teachers.

The Board may refer matters under its jurisdiction to the teaching staff of the District for recommendation, or for decision and action.

In order to implement this policy it is suggested that:

- (1) A minimum of five staff meetings be held in each school each year. The agenda shall be established by a committee comprised of the chairman of each school and the Board and its executive officers. Each teacher can place items of the agenda. The Board amendments to policy may be included in agenda items. Emergent meetings can be called by the Board and/or the teaching staff. The special staff meetings will be held on the last Monday of October, December, February, April and June between the hours of 3:00 p.m. and 5:00 p.m.
- (2) The aforementioned chairman of each of these staff meetings shall be a teacher not in an administrative position, and elected by the staff.
- (3) The chairmen of these staff meetings shall meet as a committee and jointly submit to the Board and its executive officers all recommendations made at the meetings. The recommendations shall also be circulated to all the teaching staff and the members of the executive of the bargaining unit of the Grande Prairie School District #2357.
- (4) Provision shall be made for the submission of minority reports screening items on the agenda. *Concerning*
- (5) The Board will consider the recommendations made by the teaching staff regarding educational policy consistent with the maintenance of its legal authority and integrity in policy decisions.



Teacher participation

Many groups in our society appear anxious to become more involved in the decision-making process. In education, this is particularly complex, because so many interested parties are involved. The public, (as taxpayers and as parents), provincial and municipal governments, educators and students are all concerned.

Some means must be found whereby this can take place within the broad framework of existing legislation, which assigns responsibility for education to provincial governments and local school boards. This article focuses on one small part of the problem of participation, and discusses the involvement of teachers in decision-making on curriculum, methods, and planning.

Provincial departments and local school boards tend to view such participation as a threat to their continuing effort to maintain educational costs at an acceptable level. The teachers' recent introduction of "learning conditions" issues into the annual collective bargaining process has reinforced this impression.

Originally, this area of concern entered the negotiations arena in the form of demands for limits to the pupil/teacher ratio, often accompanied by some sort of formula governing a gradual reduction in the ratio year by year. It is now apparent that this emphasis upon the pupil/teacher ratio resulted from that fact that this was the most easily measured part of an iceberg — the iceberg representing the freedom of teachers to shape the educational process as they, as professionals, saw fit. The teacher's need to gain a sense of personal achievement from his job has initially expressed itself as an attack on administrative restrictions and "unnecessary" regulations.

While the teacher/pupil ratio argument represents a gross oversimplification of the real issue, the

reactions it has engendered among teachers and trustees are typical.

The teachers state that better quality education would result from smaller class sizes and that their push for reduced teacher/pupil ratios reflects a professional concern for education of good quality. Trustees point out that not only do contractual limitations on the teacher/pupil ratio force the hiring of more teachers for a given number of students but, more important, such limitations represent a serious erosion of the responsibilities and hence authority of the school boards to manage the school system. Any attack on the administrative structure, they argue, is an attack on the board's (and hence the public's) prerogative to specify the type of education for which they, as taxpayers, are paying.

Thus, the battle is joined. The teachers, as professional educators, feel that they should play an increasing role in decisions on courses, curriculum, methods, and evaluative criteria for students. The trustees see any step in this direction as a threat to the democratic control of public education.

Conflict on this issue seems both unnecessary and avoidable. Both groups have a common goal in the provision of the best possible education to the student. Mechanisms to establish the price that the taxpayer will pay for this education are already in existence. (The evaluation of quality is a more difficult subject, but means will be found to assess the results of the education process.) In view of this situation, we can assume that some compromise will eventually be reached.

Such a compromise should provide not only opportunities for teachers to participate creatively in the continuous changes taking place in education, but must also facilitate the democratic control fundamental to Canadian education. Increased teacher participation could have a dramatic effect on the way

schools are managed; in our opinion, this *can* be done within the existing framework of school boards and departments of education.

The system described in the following paragraphs embodies the concepts of accountability, delegation of authority, and managing for results. It makes possible the participation of teaching professionals in education planning and management, and it takes advantage of the atmosphere of mutual professional respect which exists among the staff in successful schools.

At some point in every school district's budgeting process, the principal of a school estimates the funds, staff, and other resources he will require to operate his school for the next fiscal year. This estimate usually takes the form of a request to the board to grant him those resources in order that his school may carry out the activities planned.

If his budget requests are granted, the board will then hold him responsible for the completion of those planned activities; depending on the board's knowledge of the activities and on the evaluation mechanisms which have been provided, the board will formally or informally measure the performance of the principal and his school. Commonly, this takes the form of an evaluation of activities rather than of results. Departures from planned activities, whether or not they produce better results, represent a form of "disobedience".

It would be more relevant if the principal's budget submission were accompanied by a description of the *results* he expected to achieve in his school during the coming fiscal period. The board would be in a better position to consider where its limited resources should best be allocated and its subsequent evaluation of the school's performance, based on the assessment of results, would be more accurate and valuable.

A decision-making

Additionally, the delegation of authority to the principal would be more complete; he would have the freedom to allocate his resources, so long as his planned objectives were being achieved. The relationship between the board and the principal becomes clearer and more satisfactory to both parties because the principal has, in effect, made a "contract" with his board and can be held accountable for results.

Obviously, the principal cannot undertake such an agreement with his board unless he has the support of, and confidence in, his teaching staff. They should, therefore, be fully involved in the planning process which identifies the needs of the school and the goals that can be accomplished.

Proposals for changes and innovations in the educational process within the school would include estimates of planned results and provision for their evaluation. On the basis of these proposals, the teaching professionals would then plan their own aims and activities. This system offers considerable scope for the individual and, in addition, the budgeting framework allows effective communication of innovative proposals to the board. Since the individual teacher can then be held accountable for results to the school, the principal, and to his fellow teachers, a basis is provided for delegation of authority.

In this way, the planning process within the school would be analogous to that which goes on at board level. It removes from the teacher many of the "petty restrictions" and puts the price of professional responsibility on the privileges of professional freedom.

The situation described above may seem impractical and impossible to some readers; others will recognize within it procedures which many successful principals and boards have been following for some time.

If this type of participative management system is to work, a certain maturity is required of the participants. Some of the ways in which this might be demonstrated are:

- mutual respect among professionals, based on an appreciation of one another's talents, abilities, and accomplishments. This respect does not automatically happen; it is earned.
- the ability to work together in relating smaller objectives to larger objectives, and to make one's individual contribution fit into the whole pattern.
- a determination that the quality of management that results from these collective contributions shall be as high as possible and that the level of thought and discussion will not be set by the weakest contributor.
- the willingness to constantly and carefully consider other people's points of view, their feelings, and their pride.
- finally, and most important, the willingness to be personally accountable for one's actions and achievements.

This system can provide opportunities for the individual only if its effectiveness is demonstrated. Therefore, it is the responsibility of the professionals involved to make it work.

It is significant that collective agreements covering teacher/learning conditions have been excluded from the list of prerequisites. Experience has shown that the situation described above, providing professional participation in planning, the flexibility to respond to specific situations, individual accountability, and job satisfaction for the individual teacher, has been accomplished in many schools without any formal agreement whatsoever.

Collective agreements covering teacher/pupil ratio, class sizes, con-

trol of working conditions, and teacher participation in curriculum decisions may be largely irrelevant to the real issue — the professional's need to know that he is doing the best possible job.

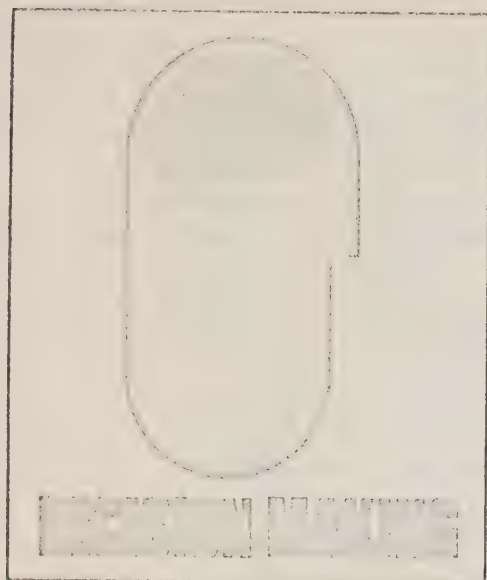
Further, in some areas, despite agreements covering this type of participation (apparently providing instant teacher involvement), meaningful teacher participation has not resulted. Sometimes the teachers concerned (and sometimes their principals) either were unable or would not take the trouble to do meaningful planning or were not willing to be accountable for the results. Such attitudes are unlikely to be affected by the provisions of a new contract.

It can be argued that effective teacher / principal / board relationships *do not occur* at collective bargaining time. Such relationships demand open lines of communication which are frequently missing.

Why do teachers wish to participate in the setting of educational policy? Probably to obtain the job satisfaction which, as professionals, they expect. Collective agreements resulting from the annual bargaining process might bring participation, and may even bring greater control by teachers of teaching methods. However, participation or control without accountability is mere game-playing; it cannot be meaningful. The ability to contribute to planning and the willingness to accept full responsibility for one's performance are marks of the mature practitioner in any profession; they are fundamental prerequisites for the increased involvement of teachers in the shaping of education today. ◇

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How far will the public go with education costs?



THE GLOVES are off. Education must now compete for its share of Canada's national resources with all the other activities being carried on in the national economy. No longer are education costs compared only with the other public sector expenditures; the tax burden they create is now being considered in the light of alternatives available to the private sector.

The tendency of government and taxpayers to question the cost and value of education has become even more apparent. This questioning has not only shown itself in "hold the line" actions on education expenditures initiated by provincial governments but also in the taxpayer mood shown by the defeat of operating grant referenda.

In British Columbia, legislation now requires that a school board obtains approval from municipal council or through a property taxpayer referendum if its budgeted annual expenditures exceed 110% of a provincially set standard. Similar legislation recently came into effect in Alberta. B.C.'s 1970 record shows that 7 operating referenda were put to the taxpayers; all seven were defeated. In the U.S. where this type of legislation has been on the books for many years, school boards have compiled an equally dismal record.

It is evident that large segments of the public and government are not convinced that they are getting value for their money in education.

Education may be quite rightly referred to as an investment in the future; nevertheless, it must be recognized that this investment requires an apportionment of the presently available funds. It is this apportionment which is being questioned by government and the public.

Expenditure on education in Canada in 1969 was approximately 8% of the gross national product. This 8% comes almost entirely from the public sector. Increases

in education costs cannot easily be absorbed by government, but must be passed on directly to the taxpayer. While governments have the legislative power to impose additional taxes, they are increasingly reluctant to impose such increases.

There is a strong feeling that increased public sector spending is a substantial contributor to inflation. There is also an awareness that an increase in the percentage of the economy which is under government control leads to a loss of flexibility, that is, a deterioration in Canada's ability to respond to external economic events.

It is this reluctance on the part of government to impose additional taxes to cover education costs which illustrates the effect of competition between public and private sectors for Canada's resources, in terms of money, people and materials.

The taxpaying (and voting) public is questioning the extent and the correctness of resources allocation decisions made for them by government at various levels.

In the past, the traditional senior government reaction to increased education costs was to pass the function of raising the additional money on to junior governments, usually at the municipal level. This means an increased share of the school costs at the local level supplied by property taxes.

Property owners resisted increases in their taxes. This resistance, however, was not very effective and both school boards and taxpayers have felt quite helpless in the face of the increasing cost of local education. The provincial governments in B.C. and Alberta have recently moved to strengthen the power of property taxpayers by bringing in the new referendum legislation. As noted before, the taxpayers have used their new power to register disenchantment with the present costs of education.

Education is thus in the position where it must compete with other

government programs for funds. It's appropriate therefore to apply a marketing analogy: what is the public buying when it is buying education? Following good marketing practice, education could overcome the current "buyer" resistance by: (a) producing a product acceptable to the market; (b) charging a credible and acceptable price; (c) merchandising the product properly.

Many educationists may feel this is a strange parallel since education has been regarded as outside the normal pressures of private enterprise and competition. But the analogy may not be so far-fetched.

The product of the education system is closely related to its objectives. These objectives are often fuzzy, ill-defined, too broad or too narrow. We could say that the need to be filled is that children should live happy and productive lives during the next 60 years. We can predict that many changes in the social, political and economic world will occur by 2030; beyond that lies uncertainty. But this is the background against which education must set its objectives.

The objectives must be more precisely expressed than is currently the case. Vague goals are no help in explaining what the taxpayer is getting for his money. They also lead to a suspicion on the part of the public that educationists are not very sure of what they are doing.

Identification of the market's needs, careful product design and the exercise of the quality control function are the means of ensuring an acceptable product. Therefore, in order to ensure that the product of the education system is indeed marketable, we in education must:

- identify needs to be satisfied by the system as precisely as possible, admitting where they are uncertain, and clearly stating the assumptions being made

- design the education system logically and carefully to satisfy those needs

- develop systems of quality control and evaluation which will satisfy the public that we are, in fact, accomplishing our goals.

How much will the public pay for education? Two general considerations should influence pricing policy:

(a) the price in relation to various other things which the buyer could purchase with the same amount of money;

(b) the extent to which the buyer is convinced the price is fair and does not include a large amount of waste or excess profit on the part of the seller.

There is little that education can do about the buyer's assessment of the price in relation to other things, except where the same objectives may be achieved by educational or other means. As a simplistic example, the eradication of poverty might be achieved by educating the poor and then finding jobs for them. Another alternative would be to offer a guaranteed annual income. If the costs of education plus job creation exceed the costs of the guaranteed annual income program, this would surely force reconsideration of the role of education in the war on poverty.

Education can, on the other hand, do a considerable amount to assure the public that the price charged is fair. The taxpayer, consciously or unconsciously, judges the cost of education by reference to the familiar industrial model of efficiency.

It is thus incumbent on education to express its efficiency in similar terms. This doesn't mean that industrial measures of the "cost per unit" type are necessarily applicable to education. It does imply, however, that procedures of planning, the consideration of alternatives, optimum resource utilization and evaluation of success or failure, commonly used in industry, must also be used in education.

The public must be properly informed as to what education is accomplishing and how it is being done. This function, analogous to merchandising, naturally cannot succeed unless the two previous considerations of product and pricing have been properly developed. It is, of course, difficult to merchandise an unsuitable product or one that is too highly priced; conversely, the most brilliantly conceived and economically priced product can fail for lack of promotion.

Education cannot be merchandised effectively by "hard sell". Advertising, slogans, ballyhoo, and oversimplification of the issues are not suitable. What is needed is a

"soft sell" approach in which the public feels *involved* with education, and this will not happen unless members of the public really *are* involved with education.

This involvement would not only effectively inform the public (many of whom are parents, taxpayers, and voters) what they are getting for their education dollar, but would also provide a source of feedback of public opinion. Such an "Early Warning System" would indicate dissatisfaction with educational goals or management, enabling corrective action to be taken long before public opinion was expressed in a massive "No" vote to a money referendum.

No one group can be expected to take full responsibility for communicating with and involving the public; this must be a co-operative effort. Education has not been served by the shrill trumpeting of competing points of view by students, teachers, school boards, and government. It is logical to assume, however, that co-operation in the determination of goals and co-operation in the planning of the way these will be achieved, would be followed by co-operation in communicating with the public.

The public, taxpayers, and governments must be assured that education is worth the money paid for it. To this end, education must demonstrate that it is doing the right thing and that its available resources are being used with optimum efficiency.

It is very difficult to convince the public that education is a good product at a fair price unless we in education are, through the way we manage our affairs, making *sure* this is actually happening. Thus, rather than making political hay in passing the financial buck, students, teachers, trustees and government must work together to plan, manage and communicate the goals, methods and achievements of education.

This article is from Education Newsletter, published by Kates, Peat, Marwick & Co., a Canadian consulting firm with offices in Toronto, Montreal, Vancouver, Halifax, Ottawa, Winnipeg and Calgary. The author is P. S. E. Brown, a consultant in the firm's Vancouver office.

Year	Projected Enrolments
1970	1,000
1971	1,000
1972	1,000
1973	1,000
1974	1,000
1975	1,000
1976	1,000
1977	1,000
1978	1,000
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2090	1,000
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2093	1,000
2094	1,000
2095	1,000
2096	1,000
2097	1,000
2098	1,000
2099	1,000
2100	1,000

Others

School _____
Professional Staff _____

3. Library Aides.

Lethbridge School District No. 51

Some Comparative Data Respecting
Enrolments, Professional Staff
and Student Ratios

Note: There are four different types of student ratios calculated for 1969 and 1970 in the attached table. These are defined as follows:

- a) Student Professional Ratio for the district:

$$\text{SPR(D)} = \frac{\text{Total enrolment}}{\text{Total professional staff in district}}$$

- b) Student Professional Ratio for schools:

$$\text{SPR(S)} = \frac{\text{Total enrolment}}{\text{Professional staff in schools}}$$

- c) Student Teacher Ratio in the schools:

$$\text{STR} = \frac{\text{Total enrolment}}{\text{Professional staff in schools less support personnel}}$$

- d) Student Class Ratio in the schools:

$$\text{SCLR} = \frac{\text{Total enrolment}}{\text{Professional staff less support personnel and less personnel required for preparation.}}$$

October, 1970.

	Sept. 30 1969	Sept. 30 1970
1. Enrolments:		
- In schools excluding D. Gooder	7495	7712
- In D. Gooder School	-	53
Total	7495	7765
2. Total Professional Staff excluding Supt.:		
- Assigned to schools excluding D. Gooder	352	359
- Assigned to D. Gooder School	-	8
- School based service personnel	1	3
- Central office	9	9
Total professional staff for district	362	379
3. Total Professional Staff in district, excluding Supt. and D. Gooder staff	362	371
4. Student Professional Ratio for district, excluding D. Gooder staff <u>SPR(D)</u>	20.7	20.78
5. Professional staff assigned to schools, excluding D. Gooder staff	352	359
6. Student Professional Ratio for all the schools, excluding D. Gooder staff <u>SPR(S)</u>	21.2	21.48
7. Professional Support staff assigned to schools excluding D. Gooder:		
- Principals & Vice-principals	15	17.64
- Librarians	12	14
- Counsellors	9.2	9.21
- Dept. Heads or Coordinators	2.8	3.25
Total	39.0	44.10
8. Teaching strength in the schools, excluding D. Gooder staff, responsible for instruc- tion (Subtract #7 from #5)	313	314.9
9. Student Teacher Ratio for teachers in the schools, excluding D. Gooder <u>STR</u>	23.9	24.4

	Sept. 30 1969	Sept. 30 1970
10. Teachers required to provide assigned preparation time, excluding D. Gooder ...	21.0	29.6
11. Number of teachers facing classes at specific times (Subtract #10 from #8) ...	292	285.3
12. Student Class Ratio <u>SCLR</u>	25.6	27.0
13. a) Elementary Enrolment, excluding D. Gooder School	3789	3876
b) Elementary Professional Staff in schools, excluding D. Gooder	156.2	167.5
c) Elementary SPR(S)	24.2	23.14
14. a) Junior High Enrolment	1934	1920
b) Junior High Professional Staff in schools	104	96
c) Junior High SPR(S)	18.5	20
15. a) Senior High Enrolment	1771	1916
b) Senior High Professional Staff in schools	91.8	95.5
c) Senior High SPR(S)	19.3	20.06

September 30th, 1970

JR. HIGH SCHOOL ENROLMENT, STAFF & STUDENT RATIOS

School	Enrol.	Staff	SPR(S)	Lib.	Guid.	Support Staff D. Head	Admin.	Total	Teachers	STR	Prep.	Inst. Ct.	SCLR
Hamilton	624	33	18.9	1	1.6	.5	1.57	4.67	28.33	22.02	3.31	25.02	24.94
Wilson	667	32	20.84	1	1.66	.5	1.5	4.66	27.34	24.43	3.19	24.15	27.66
Watson	125	6.5	19.23	.5	.3	-	.35	1.15	5.35	23.36	.6	4.75	26.31
Patterson	490	23.5	20.85	.5	1.15	.5	.93	3.08	20.42	23.98	2.17	18.25	26.84
TOTALS	1906	95	20.06	3	4.71	1.5	4.35	13.56	81.44	23.4	9.27	72.17	26.4
Opp. Cl.	14	1							1				
	1920	96	20						82.44	23.28		73.17	26.24

SR. HIGH SCHOOL ENROLMENT, STAFF & STUDENT RATIOS

School	Enrol.	Staff	SPR(S)	Lib.	Guid.	Support Staff D. Head	Admin.	Total	Teachers	STR	Prep.	Inst. Ct.	SCLR
L.C.I.	1300	64	20.31	1	3	1	3.1	8.1	55.9	23.25	7.8	48.1	27.02
W.C.H.S.	616	31.5	19.55	1	1.5	.75	1.48	4.73	26.77	23.01	3.78	22.99	26.79
	1916	95.5	20.06	2	4.5	1.75	4.58	12.83	82.67	23.17	11.58	71.09	26.95

STUDENT RATIOS: COMPARATIVE DATA

October, 1970.

	<u>Lethbridge Public</u>	<u>Calgary Public</u>	<u>Red Deer Public</u>	<u>Med. Hat. Public</u>	<u>Lethbridge Separate</u>	<u>Med. Hat. Separate</u>
1. Enrolments	7712	78797	6081	5502	2298	1900
2. Prof. Staff in total dist. (Excl. Supt.)						
a) Assigned to schools excl. retarded	359	3708	289.9	283.2	101.2	88.9
b) Non-certified Prof.	0	7	0	0	0	0
c) School based serv.	3	0	4.8	0	0	0
d) Central Office	9	132	9	7.5	1.5	2
Total Prof.	371	3847	303.7	290.7	102.7	90.9
Retarded T.	8	34	0	0	0	0
3. Student Prof. Ratio for dist. as a whole <u>SPR (D)</u>	20.78	20.43	20.02	18.92	22.4	20.9
4. Professional Staff in schools only	359	3708	289.9	283.2	101.2	88.9
5. Student Professional Ratio in Schools <u>SPR (S)</u>	21.48	21.2	20.98	19.4	22.8	21.3
6. Professional Support Staff in schools only	44.1	819	35.69	36.3	9.4	8.8
7. Teachers in Schools (#4 less #6)	314.9	2889	254.21	246.9	91.8	80.1
8. Student Teacher Ratio in schools <u>STR</u>	24.4	27.2	23.92	22.3	25	23.7
9. Teacher Preparation Equivalent full time teachers	29.6	205	22.19	23.5	NA	8.1
10. Teachers facing classes (#7 less #9)	285.3	2684	232	223.4	NA	72
11. Student Class Ratio, <u>SCR</u>	27	29.2	26.21	24.6	NA	26.4

NOTE: NA - Figures not available.

PRESENT HOUR LOADS OF STAFF MEMBERS AND LOADS RECOMMENDED
BY THE TEACHERS' ASSOCIATION

Teacher Load Study

The following survey includes all of the elementary teachers and administrators in Medicine Hat School District No. 76 and a sample consisting of 30 teachers and 5 principals from the high schools. The chart also shows the provincial average and the A.T.A. recommendations.

<u>TEACHER WORK LOAD - - - - HOURS PER WEEK</u>						
	* A	B	C	D	E	F
Instruction	25.3	14.1	21.8	11.9	25.2	20
Preparation	11	5.3	9.9	.9	11.5	10
Testing	4.5	3.5	3.5	1.4	5.1	5
Admin. Professional	2.8	15.4	2.6	25.6	2.2	1
Professional	1.5	2.6	3.5	5	2.5	4
Extra-Curricular	1	2.2	3.6	1.6	.9	2
Supervision	2	4.1	4.3	2.8	3.5	3
TOTAL	48.1	47.2	49.2	49.2	50.9	45

The second chart shows a breakdown of the high school sample into the number of hours spent at Regulated Tasks (school time) and at Voluntary Tasks (out of school hours). Definitions of the terms used may be found in the report of the Professional Load Committee of the A.T.A. pp. 4-7.

<u>Assigned Time</u>	* C	D
Instruction	21.8	11.9
Preparation	3.2	.9
Admin-Professional	.7	20
Extra-Curricular	.4	1
Supervision	4.3	2.8
<u>Voluntary Time</u>		
Preparation	6.7	-
Testing	3.5	1.4
Admin-Professional	1.9	5.6
Professional	3.5	5
Extra-Curricular	3.2	.6
TOTAL	49.2	49.2

- * A Elementary Teachers
- B Elementary Administration
- C High School Teachers (Sample only - 30 teachers)
- D High School Administration (Sample only - 5 principals)
- E Provincial Average (ATA Study)
- F A.T.A. Recommendations

Lethbridge School District No. 51

Noon-Hour Supervision

In accordance with the provisions of the new Order-in-Council relating to noon-hour supervision, and on the recommendation of the Coordinating Committee, the Board of Trustees has adopted the following statement of policy governing supervision during the noon intermission.

1. Noon-hour supervision shall be provided for:
 - a) Students who are transported to school by bus and are not taken home during the noon-hour.
 - b) Students who are permitted by the principal to remain in school at noon for legitimate reasons. (Supervising students for parents who may require baby-sitting services shall not be considered a legitimate reason).
2. Supervision duties may be carried out by professional and/or non-professional personnel.
3. Each principal in consultation with his staff including custodial and clerical personnel shall be responsible for organizing his total staff (teachers, clerical personnel and custodians) in a manner which will provide effective supervision of students during the noon intermission.
4. As a means of further assisting the total school staff in carrying forward noon-hour supervision duties, the principals, if they so desire, are free to consult with the local Home and School Executive with the view of determining whether or not assistance with noon-hour supervision might be obtained from selected home and school members.
5. In order that the board may be fully informed of the supervisory arrangements completed in the schools, each principal shall submit a brief statement to the Superintendent in September of each year outlining the arrangements completed.

Approved and Adopted,
February 11th, 1969.

Month	No. of Techs.	ONE		TWO		THREE		FOUR		FIVE		SIX	
		Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Sept. 1/72 - Oct. 31/72													
Grande Prairie S. Dist.	140	4650	7100	5450	8350	6275	9575	7500	12200	7900	12600	8300	13000
Grande Prairie ROSSD *	35		7145	5474	8375	6300	9600	7525	12225	7925	12625	8325	13025
Peace River S. Division	160	4450	7200	5450	8400	6250	9550	7400	12200	7900	12600	8400	13000
Jan. 1/72 - Dec. 31/72													
Peace River S. Division	75	5400	7300	5575	8500	6375	9650	7650	12300	8075	12725	8500	13150
Grande Prairie County *	150	4600	7225	5550	8500	6350	9650	7650	12300	8000	12700	8450	13100
Northland S. Division	140	4900	7100	5700	8950	6720	10000	7750	12600	8175	13025	8650	13600
Peace River S. Division	95	5125	7225	5550	8500	6350	9650	7650	12300	8050	12700	8450	13100
Sept. 1/72 - Dec. 31/72													
Grande Prairie S. Dist.		5000	7450	5800	8975	6650	10150	7950	13000	8350	13400	8750	13800
Grande Prairie ROSSD *			7495	5825	8620	6775	10175	7975	13025	8375	13425	8775	13825
Jan. 1/72 - Dec. 31/72													
Northland S. Division		5100	7700	6000	9500	7050	10500	8200	13300	8500	13700	9000	14250
Increases - Agreements to August 31, 1971													
Grande Prairie S. Dist.	350		350	350	4450	375	575	450	800	450	800	450	800
Grande Prairie ROSSD *			445	400	500	425	625	500	850	500	850	500	850
Peace River S. Division			400	300	500	350	550	350	700	350	900	350	1000
Increases - Agreements to October 31, 1971													
Peace River S. Division			400	325	500	375	550	450	700	475	725	500	750
Grande Prairie County *			325	300	500	300	550	500	750	450	750	500	750
Northland S. Division			400	300	550	320	500	450	950	325	825	350	950
Spirit River S. Division			225	300	500	350	550	450	700	450	700	450	700
Increases - Agreements to March 31, 1972													
Grande Prairie S. Dist.			350	350	445	375	575	450	800	450	800	450	800
Grande Prairie ROSSD *			350	350	445	475	575	450	800	450	800	450	800
Increases - Agreements to October 31, 1972													
Northland S. Division			300	300	550	330	500	450	700	325	675	350	650

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1890-1891

Increases - Agreements
to December 31, 1971

16 months

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Zone	No. of Tehrs.	1970		1971		1972		1973		1974		1975		1976		1977	
		Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Sept. 1/70 - Dec. 31/71																	
Gemrose County	130	4550	7125	5450	8300	6150	9550	7525	12050	7975	12550	8450	12875				
Neeland Hills S. Division	43	4400	7100	5675	8350	6600	9750	7875	12000	8400	12700	8950	13350				
Red Deer S. Dist.	310	4500	7325	5300	8450	6200	9550	7700	12550	8200	13050	6700	13500				
Neeland Hills S. Dist.	130	4530	7125	5350	8300	6150	9525	7550	11975	8000	12475	8500	12875				
Sept. 1/70 - Dec. 31/71																	
Gemrose RCSSD	22	4500	7200	5350	8450	6200	9400	7400	12075	7900	12575	8350	13025				
Ponoka County	215	5500	7100	5500	8550	6300	9700	7700	12350	8200	12850	8700	13250				
Jan. 1/71 - Dec. 31/71																	
Red Deer RCSSD	60	5000	7200	5500	8750	6000	9750	7800	13025	8300	13550	8800	14050				
Jan. 1/72 - Dec. 31/72																	
Red Deer RCSSD		5400	8400	5900	9275	6400	10275	8300	13825	8800	14475	9300	14275				
Increases - Agreements to August 31, 1971																	
Gemrose County			375	250	550	350	650	525	900	575	1000	600	975				
Neeland Hills S. Division			400	175	450	200	350	225	600	250	650	250	700				
Red Deer S. Dist.			475	300	500	400	550	550	800	600	850	600	650				
Neeland Hills S. Dist.			375	200	450	350	575	500	625	500	675	500	675				
Increases - Agreements to December 31, 1971																	
16 Months																	
Gemrose RCSSD			500	250	550	400	600	500	775	600	875	550	825				
Ponoka County			600	500	600	500	700	600	900	700	900	700	900				
16 Months																	
Red Deer RCSSD			600	300	550	300	550	600	875	600	900	600	900				
Increases - Agreements to December 31, 1972																	
Red Deer RCSSD			600	400	525	400	525	500	800	500	925	500	925				

Tehrs.

Sent. 1/70 - Dec. 31/71

5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105
15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110
20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115
25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120
30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125
35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125	130
40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125	130	135
45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125	130	135	140
50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125	130	135	140	145
55	60	65	70	75	80	85	90	95	100	105	110	115	120	125	130	135	140	145	150
60	65	70	75	80	85	90	95	100	105	110	115	120	125	130	135	140	145	150	155
65	70	75	80	85	90	95	100	105	110	115	120	125	130	135	140	145	150	155	160
70	75	80	85	90	95	100	105	110	115	120	125	130	135	140	145	150	155	160	165
75	80	85	90	95	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170
80	85	90	95	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175
85	90	95	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180
90	95	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185
95	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190
100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195
105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200
110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200	205
115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200		

S. 104. 7/72 - Dec. 27/72

1900-1901 - 10000000

Increases - Agreements
to August 31, 1971Increases - Agreements
to December 31, 1971

16 Months
Berry Creek S^D Division
Woothills S. Division

12 Months
Calgary S. Dist
Calgary RCSD

Exshaw S. Dist.

No. of Tchrs.	ONE		TWO		THREE		FOUR		FIVE		SIX	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
<u>ZONE 6</u>												
<u>Sept. 1/70 - Aug 31/71</u>												
Redcliff S. Dist.	4220	7130	5300	8640	6155	9620	7560	12420	7995	12960	8335	13500
Stirling S. Dist	4650	7050	5400	8350	6100	9600	7500	12250	8000	12750	8550	13900
<u>Sept. 1/71 - Dec. 31/72</u>												
Redcliff S. Dist.	4580	7560	5620	9160	6525	10195	8015	13165	8475	13735	9045	14310

Increases - Agreements
to August 31, 1971

Redcliff S. Dist.	830	750	1040	755	1170	960	1420	995	1560	1035	1600
Stirling S. Dist.	350	300	450	300	500	400	650	400	650	450	700
<u>Increases - Agreements to December 31, 1972</u>											
Redcliff S. Dist.	430	320	520	370	575	455	745	480	775	510	810

16 Months
Redcliff S. Dist

TEACHER SUPPLY STATISTICS

<u>Full-Time Undergraduates</u>	<u>Alberta Universities</u>		<u>All Junior Colleges</u>		<u>Totals</u>	
	<u>1969-70</u>	<u>1970-71*</u>	<u>1969-70</u>	<u>1970-71*</u>	<u>1969-70</u>	<u>1970-71</u>
First and Second Yr.	3,468	3,344	403	493	3,871	3,837
Third Year	1,402	1,829			1,402	1,829
Fourth Year	961	1,051			961	1,051
B. Ed/Diploma (after degree)	757	838			757	838
Total	6,588	7,062	403	493	6,991	7,555
Full-Time Graduates	489	503				

*Estimated April 1, 1971

Surveys taken by the universities indicate:

1. By September 1, 1971, over 4,000 students presently enrolled in universities will be eligible for teaching certificates.
2. Total numbers of teachers required in Alberta for 1970-71 school year will remain approximately the same as 1969-70 school year. Slight decreases in cities are expected to be offset by slight increases in rural areas.
3. Maximum requirements for teachers arising from retirements and from replacements for other reasons will number 2,300
4. 30% of third year students were looking for teaching positions effective September 1970; this year 50% of third year students are expected to be looking for work effective September 1971.

Source: The Alberta Universities Commission and reports of universities

ASTA
April/71

COMPARATIVE INDEX
CONSUMER PRICE INDEX, AVERAGE WEEKLY WAGES AND SALARIES (INDUSTRIAL COMPOSITE)
AND TEACHERS' AVERAGE SALARIES, ALBERTA 1961 - 1970

YEAR	A		B		C	
	<u>CONSUMER PRICE INDEX</u>		<u>AVERAGE WEEKLY WAGES AND</u>		<u>TEACHERS' AVERAGE</u>	
	<u>EDMONTON-CALGARY</u>		<u>SALARIES (INDUSTRIAL COMPOSITE)</u>		<u>SALARIES</u>	
	Index	\$	Index	\$	Index	\$
1961	100.0	80	100.0	5,143	100.0	
1962	101.0	81	101.2	5,345	104.1	
1963	102.1	84	105.0	5,532	107.6	
1964	102.6	86	107.5	5,700	110.8	
1965	104.1	90	112.5	5,860	113.9	
1966	107.5	95	118.7	6,159	119.8	
1967	111.8	101	126.5	6,643	129.2	
1968	116.7	108	135.0	7,499	145.8	
1969	121.5	118	147.5	8,174	158.9	
1970	125.2	128	160.0	8,950	174.0	
1971 *	127.3					

*(January - February 1971)

UNIVERSITY STARTING SALARIES, 1968 - 1970

<u>Disciplines</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>Increase</u>	
				<u>1969 to 1970</u>	
				<u>Dollars</u>	<u>Per Cent</u>
Honours Arts - All Graduates	\$6,360	\$7,120	\$7,260	\$140	1.7%
Honours Science - All Graduates	7,200	7,440	7,632	192	2.5
Commerce and Business Administration	6,600	7,020	7,296	270	3.7
Engineering - All Graduates	7,440	7,560	7,872	312	3.9
Pass Arts *		6,360	6,468	108	1.7
Pass Science *		6,720	7,080	208	2.9

*Require 3 years of University Education at University of Alberta.

Sources:

1. University and Community College Guide to graduations and average starting salaries, Department of Manpower and Immigration June 1970.
2. 1970 Source Manpower Information and Analysis Branch Program of Development Service. Department of Manpower and Immigration, Requirement of Average Starting Salary.

STARTING SALARIES FOR UNIVERSITY STUDENTS GRADUATING IN 1970

AVERAGE STARTING SALARIES FOR UNIVERSITY STUDENTS GRADUATING IN 1970 (Dollars Per Month)

The starting salary rates presented on the following table are averages. Individual graduates frequently receive significantly different rates than those in the table. These differences are often the result of such factors as characteristics of the employer or new graduate and geographic location of the employment.

These average starting salaries were derived from surveys of employers of university graduates and from placement and career planning offices at universities throughout the country.

Rates for students obtaining pass or honours bachelor degrees are given for those in Arts, Science, Commerce and Business Administration, whereas only one rate is given for students obtaining Bachelor's of Engineering degrees and Bachelor's in other fields of study.

DISCIPLINE OF STUDY	BACHELOR DEGREES		GRADUATE DEGR.	
	Pass	Honours	Masters	Doctoral
<i>Arts:</i>			✓	
All Graduates	540	605	680	
Economics	560	595	685	10
History	565	595	660	
Language and Literature	575	615	660	9
Political Science	550	580	670	
Psychology	530	595	730	9
Sociology	530	570	645	
<i>Science:</i>				
All Graduates	580	640	750	9
Biological Sciences	570	625	680	
Chemistry	590	635	770	9
Computer Science	560	630	705	
Geology	675	700	780	
Geophysics	—	685	760	
Mathematics	570	585	700	
Physics	605	615	655	10
Urban and Regional Planning	600	625	750	
<i>Commerce and Business Admin.:</i>				
All Graduates	575	625	800	
Accounting Majors	560	600	—	
Commerce and Bus. Admin.	580	625	825	
Employed as C.A. Students	560	570	605	
<i>Engineering:</i>				
All Graduates		665	765	9
Chemical		655	755	10
Civil		650	725	
Electrical		655	735	9
Industrial		655	740	
Mechanical		695	770	9
Metallurgical		670	770	
Mining		695	780	
Physics		665	—	
<i>Other Fields of Study:</i>				
Agriculture		605	720	
Architecture		775	—	
Education ⁽¹⁾		600	660	
Forestry		635	—	
Home Economics		555	620	
Law		740	—	
Law (as articling students)		390	—	
Library Science		620	625	
Nursing		595	—	
Pharmacy		710	—	
Physical Education		590	695	
Physiotherapy		550	695	
Social Work		575	695	

(1) Includes B.A.s and B.Sc.s with Teacher Training.

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